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ABSTRACT

This report presents results from an April 1995 self-study of academic programs and support services in the vocational-technical and professional studies division at New Mexico State University's two-year branch campus at Carlsbad. College activities and outcomes are described for the following 12 programs and centers: pre-business, the Career Development Center, community service and continuing education, computer science, criminal justice, electronics technology, environmental science and technology, the Learning Assistance Center, paralegal studies, nursing, secretarial administration, and welding technology. For each program or center, the report describes activities at the college which fulfill state standards related to the following: (1) facilities, including size, cleanliness, lighting, and ventilation; (2) equipment, including availability, maintenance, and inventory; (3) instructional materials, including availability, reference materials, and variety; (4) organization and teaching methods, including goals, curricula, and sequential courses; (5) enrollment criteria, including minimum entry standards, achievement tests, and basic/developmental and remedial education; (6) advisory committees, including members, regularly scheduled meetings, and evaluation; and (7) job placement and planning, including the availability of placement data, student follow-ups, and employer satisfaction. (HAA)

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Vocational-Technical and Professional Studies' Academic Programs and Support Services Self-Study and Evaluation Visit

New Mexico Department of Education's Vocational-Technical Programs
17-20 April 1995

by

Sonia S. Cowen

New Mexico State University, **Carlsbad**

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JC 960 625

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PRE-BUSINESS PROGRAM

STANDARD: C.1.3.1 FACILITY

1. **The facility is large enough to meet the needs of the program.**

   ○ All instruction is conducted in standard college classrooms ranging in size from a capacity of approximately 20 seats to a capacity of 40 seats. Computer labs used by the students are spacious.

2. **The facility is kept clean and well maintained.**

   ○ The classrooms and computer laboratories are cleaned daily. Trash is collected, chalkboards are cleaned, and the furniture is dusted classroom and faculty offices are vacuumed weekly.

3. **The facility is lighted and well ventilated.**

   ○ All classrooms and computer laboratories are well lighted and are air conditioned and heated, most classrooms and laboratories have windows.

4. **The facility is free of any health and safety hazards.**

   ○ There is none.

5. **The facility is easily accessible to the handicapped.**

   ○ All buildings have wheelchair entrances and door opening devices. There is an elevator in the main classroom building which allows full access to all second floor facilities.

6. **Ample storage space is available**

   ○ N/A

7. **Washing and rest room facilities are easily accessible for both sexes and handicapped.**

   ○ NMSU-C restroom facilities are easily accessible by the handicapped and there are adequate restroom facilities available for both sexes within a very short distance.

STANDARD: C.1.3.1.a EQUIPMENT

1. **Modern (state of the art) equipment is utilized.**

   ○ The only equipment used are computers and all computers used by the students or faculty are relatively new. The computers are IBM PC compatible and all will run the accounting software packages, spreadsheet programs and word processors used.

2. **Equipment is available in sufficient quantity to meet the needs of the program.**

   ○ The only equipment used in these programs are computers located in three different laboratories in adequate quantities. .

3. **Schedules of equipment acquisition and repair are maintained and a systematic equipment replacement policy is followed.**

   ○ Yes, see the associate provost of business, NMSU-C.

4. **An inventory of equipment is maintained at the program level and is kept current.**

   ○ Yes, see the associate provost of business, NMSU-C.

5. **The lab or shop equipment is suitably designed and arranged to make possible effective training for all students.**

   ○ The computers used by the students are arranged in a standard computer laboratory layout. This is appropriate since the students work unsupervised in the laboratories.

6. **Supplementary instructional equipment is provided and/or is readily available, i.e., Demonstration stands, display cases, mockups, wiring boards, audiovisual equipment, etc.**

   ○ N/A

7. **Student study equipment is available when necessary for instruction, i.e., Audio-tutorial labs, study carrels, simulated work stations, etc.**

   ○ Audio-visual equipment, and computerized review materials for accounting are available in the learning assistance center.

   ○ Computers are the only equipment used by the students and are available in three different computer laboratories that are open from 9 a.m. to 9 p.m., Monday through Thursday, from 9 a.m. to noon on both Friday and Saturday. A computer station that has a CRT designed for use by the visually handicapped is available.

8. **Major equipment acquisitions require program advisory committee review.**

   ○ No, as stated before, the only equipment used by students regularly are computers and their replacement is done on an as needed basis and is coordinated by the computer science department.

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STANDARD: C.1.3.2 INSTRUCTIONAL MATERIALS

1. **Instructional materials reflect the current needs of industry.**

   ○ Textbooks are current, generally no more than three (3) years' old. Computerized accounting software packages are provided for use with the textbook. For courses requiring the use of spreadsheets, we have Lotus 5.0 available.

2. **Materials and supplies are readily available to carry-out instructional activities.**

   ○ Books, diskettes, etc. are available from the college bookstore. Other supplies and services are available for instructor use from the college business office.

3. **Relevant and current supportive and reference materials are available in an adequate number.**

   ○ Supportive and reference materials such as periodicals, and other written material are primarily available in the college library. These materials cover a variety of topics, but the predominant topic is economics.

4. **Instructional materials are up-to-date, free of sex and cultural bias, bilingual/bicultural if necessary, and appropriate reading and mathematical levels.**

   ○ Texts are current and are designed for use at the college freshman and sophomore level. Business texts are universally gender neutral and free of cultural bias.

5. **Materials are well maintained and reviewed regularly.**

   ○ Additions to the library holdings are made annually, periodical usage is reviewed to determine if periodical acquisitions need to be changed.

6. **A variety of curriculum materials are available which would allow for instructional flexibility such as:**

   ○ Competency based, criterion referenced and individualized.

   ○ Many courses in the programs are taught in the traditional manner, utilizing lecture, homework and examinations. Each course has clearly defined goals and objectives outlined in the course syllabus. Additionally, each course supports the nine student criteria that each student must achieve before graduation from NMSU-C (Criterion referenced). All students must demonstrate certain competencies in each course. The competencies are keyed to the goals and objectives set forth for each course.

7. **Special materials are available for handicapped students when required.**

   ○ N/A

STANDARD: C.1.3.3 ORGANIZATION AND TEACHING METHODS

1. **Instruction is based on clearly defined goals and measurable objectives and evaluations of student progress.**

   ○ The faculty of NMSU-C has adopted nine, measurable graduate outcomes that each student must achieve prior to graduation. Specific goals and objectives that the student must achieve are listed in course syllabi. In general, when assessment of student knowledge indicates that there is a need for additional instruction in any area, then additional instruction is provided.

2. **Written curricula and/or lesson plans are available which relate to the specified goals and objectives.**

   ○ NMSU-C has adopted a standard syllabus format, that format includes the sequence of instruction for that course. Copies of all syllabi are available from the office of the Associate Provost for Instruction. For most, if not all courses, an instructors manual is available which will detail a suggested sequence of instruction.

3. **A variety of instructional methods such as: lecture, audiovisual, individualized, computerized instruction, ITV, discussion and demonstration and learning by doing.**

   ○ The courses that comprise the pre-business associate degree are taught by faculty from most areas such as English, History, Psychology, Computer Science, etc. and each instructor is responsible for the conduct of his/her course and these instructors use a variety of methods, for exams.

   ○ A variety of instructional methods such as: lecture, audiovisual, individualized, computerized instruction, specific and all banking courses are taught by college instructors who are employed in the banking industry.

   ○ The accounting certificate teaches specific skills needed by employees in the accounting field. All accounting procedures and principles are generally accepted by the profession and are standardized throughout the profession. In other words, accounting principles are relevant to all businesses.

5. **Sequence of the courses is appropriate and provides for continuity.**

   ○ Each course required for the completion of the associate degree in pre-business is offered at least once a year, more often, once or more times per semester. Scheduling is accomplished to accommodate both the traditional and non-traditional working student where at all possible.

   ○ Each course required for completion of the certificate in accounting is routinely offered at least once per year.

   ○ Courses required of students pursuing a certificate in banking are offered on demand. Generally, each course is offered at least once during a two-year cycle.

6. **Students perform a variety of assignments in actual and/or simulated training stations.**

○ In the accounting courses in both the pre-business degree curricula and the accounting certificate curricula, students work a variety of assignments ranging from preparing financial statements for a proprietorship to computing per unit costs in a manufacturing environment to preparing a master budget for a merchandising firm.

○ Some assignments are required to be computerized, others may be completed by hand or on a computer at the students option.

○ The income tax course required of accounting certificate students requires that the student prepare simulated tax returns for individuals and for businesses.

7. **Instruction is so planned that individual learners are encouraged to develop their highest skills and to advance at their maximum rates.**

○ All courses in the three programs are designed to be completed in fifteen weeks, students advance through the sequence of instruction at approximately the same pace. Exams are scheduled at appropriate intervals and all students take all exams at the same time. Students are encouraged to perform to the limit of their abilities,

○ In some courses, extra credit options are available for learning enhancement.

○ Students may challenge any course offered by NMSU.

8. **Disadvantaged, handicapped, and non-traditional students are identified and provisions are made available to maximize their success.**

○ Disadvantaged and handicapped students through the learning assistance center which provides services to disadvantaged and handicapped students.

○ Some services provided are:

- Readers for the blind
- Tutoring support-a tutor specializing in accounting is available.
- Specialized testing
- Specialized career advice and support

○ Financial aid is available through the financial aid office.

9. **The curricula include units on "how to find a job," "how to keep a job," and "how to advance in a career"**

○ No. Job services are provided through the career development center. The center conducts workshops in job searching and job retention. Topics such as networking, resume preparation, etc. are discussed. -

○ The center also provides job and co-op placement.

STANDARD: C.1.3.4 ENROLLMENT CRITERIA (Student Services)

1. **Each vocational program has identified a minimum entry standard required of all entering students.**

   ○ Students entering the pre-business, banking and accounting programs must meet the same entry standards that all students who enter the university must meet. See the NMSU-C catalog, page 13 for admissions' criteria. Students may be provisionally admitted under certain circumstances. See page 15 of NMSU-C catalog.

2. **The faculty has access to all achievement test scores filed in student portfolios.**

   ○ Yes

3. **The institution provides basic/developmental and/or remedial education services for those students who are in need of such activities.**

   ○ NMSU-C has an extensive developmental program in mathematics, English and reading. Entering students are given placement exams to determine the individual level of development and based upon placement test results, students are advised as to the appropriate courses for enrollment.

4. **Prior to program enrollment, encouragement is given to students to explore non-traditional careers.**

   ○ If requested, yes.

5. **A formal faculty advisement mechanism is in place to assist students with program and career decisions.**

   ○ Each faculty member is required to assist with advisement during both the pre-registration period and the general registration period.

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STANDARD: C.1.3.5 ADVISORY COMMITTEE

1. **This program has a formalized advisory committee composed of members representing the industry and the community.**

   ○ Each discipline, such as business, is a part of a grouping of disciplines that are called a cluster. The cluster to which the business programs belong has very recently formed an advisory committee that does consist of both business and the community.

2. **The advisory committee meets on a regularly scheduled basis as determined by their program of work.**

   ○ The advisory committee met for the first time recently and will meet in the future on a regular basis that has yet to be determined.

3. **The advisory committee helps plan, develop, evaluate, and promote the program as evidenced by the written records of meetings on file.**

   ○ To be developed.

4. **There is evidence that the instructors and administration consider and take action on the committee's recommendations.**

   ○ The faculty of the business and English cluster plan to evaluate any recommendations that the committee makes will be seriously considered.

5. **The advisory committee operates under written guidelines which specify functions, responsibilities, operational procedures, membership qualifications, and length of term.**

   ○ To be developed.

6. **The advisory committee is supplied with student placement, employment, and needs assessment information.**

   ○ To be developed.

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STANDARD: C.1.3.6 JOB PLACEMENT AND PLANNING

1. **Placement data collected on a regular basis, are readily available, and are used in program planning and evaluation.**

   ○ See the Assistant Provost for Student Services.

2. **Student follow-up data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

   ○ See the Associate Provost for Instruction.

   ○ See the Assistant Provost for Student Services.

3. **Employer satisfaction data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

   ○ See the Associate Provost for Instruction.

   ○ See the Assistant Provost for Student Services.

4. **Projected enrollments are based on needs assessments and are used in program planning and evaluation.**

   ○ See the Assistant Provost for Student Services

   ○ See the Associate Provost for Instruction

5. **The institution has identified staff person(s) who are responsible for job placement activities.**

   ○ See Assistant Provost for Student Services

   ○ See the Director of the Career Development Center

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COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS

STANDARD: C. 1. 3. 6. JOB PLACEMENT AND PLANNING

3. **Employer satisfaction data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

○ Westinghouse Corporation employees complete student satisfaction questionnaires at each course's conclusion. These data are used to continually assess the Corporation's satisfaction with the courses, to improve instruction and to modify existing courses or develop new ones.

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CAREER DEVELOPMENT CENTER

STANDARD: C.1.3.1 FACILITY

- The Career Development Center facility is large enough, clean, well maintained, adequately lighted and ventilated, free of any health and safety hazard, handicapped accessible, and has storage cabinets.

STANDARD C.1.3.1 a EQUIPMENT

- Career Development Center equipment has been purchased through institutional and Department of Labor funds. In accordance with 8% grant requirements, all equipment is inventoried and maintained.

STANDARD: C.1.3.2 INSTRUCTIONAL MATERIALS

1. **Instructional materials reflect the current needs of industry.**

   - **AS 102 Career Planning and Development** is taught by the Career Development Center Coordinator. Instruction is supplemented through use of current media selections and reflect current needs of industry. Supplementary materials are on file in the Career Development Center (CDC). A copy of the syllabus is attached.

2. **Materials and supplies are readily available to carry out instructional activities.**

   - Materials and supplies supporting instruction of AS 102 are maintained in labeled bins and file folders and are easily accessible to students in the CDC.

3. **Relevant and current supportive and reference materials are available in an adequate number.**

   - Reference materials are purchased on a monthly, annual or bi-annual basis, as appropriate. Materials are stored on bookshelves and are readily available for students in the Career Development Center.

4. **Instructional materials are up-to-date, free of sex and cultural bias, bilingual/ bicultural if necessary, and appropriate to reading and mathematical levels.**

   - Relevant instructional materials are up-to-date, free of sexual and cultural bias. A number of publications are for Hispanic students to accommodate a sizeable minority population. Reading levels are appropriate to level of instruction.

5. **Materials are well maintained and reviewed on a regular basis.**

   - Materials are stored on bookshelves, are labeled, and are periodically reviewed for currency and relevance.

6. **A variety of curriculum materials are available which would allow for instructional flexibility such as: competency based, criterion referenced and individualized.**

   - The curriculum design of AS 102 provides for individual students to personalize each of the modules. (See AS 102 syllabus.)

7. **Special materials are available for handicapped students when required.**

   - Assistance for handicapped or special needs students is provided through the Special Needs Coordinator.

STANDARD: C.1.3.3 ORGANIZATION AND TEACHING METHODS

1. **Instruction is based on clearly defined goals and measurable objectives and evaluations of student progress.**

   ○ The syllabus defines goals, objectives, and evaluation criteria.

2. **Written curricula and/or lesson plans are available which relate to the specified goals and objectives.**

   ○ Instructional materials are on file in the instructor's office.

3. **A variety of instructional methods are used such as: lecture, audiovisual, individualized, computerized instruction, I.T.V., discussion, demonstration, and learning by doing.**

   ○ Lecture, group discussion, small group activities, peer evaluation (of resumes), video, external lab experience, and mock interviews are all used in AS 102.

4. **Instruction is made relevant to the current needs of industry.**

   ○ AS 102 links current labor market information and the local labor market with career planning instruction.

5. **Sequence of the courses are appropriate and provide for continuity.**

   ○ AS 102 is a stand-alone course.

6. **Students perform a variety of assignments in actual and/or simulated training stations.**

   ○ Students are required to obtain informational interviews from employers, research employment opportunities, interview employees in their chosen career field, and participate in mock interviews.

7. **Instruction is so planned that individual learners are encouraged to develop their highest skills and to advance at their maximum rates.**

   ○ AS 102 is structured to allow students to progress at their own rate and to revise assignments to demonstrate new learning.

8. **Disadvantaged, Handicapped, and nontraditional students are identified and provisions are made available in order to maximize their success.**

   ○ Because many of the students in AS 102 are JTPA participants, AS 102 emphasizes success strategies for disadvantaged and nontraditional students. Assistance for handicapped or special needs students is requested through the Special Needs Coordinator.

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9. The curricula includes units on "How to find a job," "How to keep a job," and "How to advance in a career."

○ See AS 102 syllabus.

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STANDARD: C.1.3.4 ENROLLMENT CRITERIA

4. **Prior to program enrollment, encouragement is given to students to explore nontraditional careers.**

   ○ The Career Development Center has available Career Decision Making, The Self-Directed Search, The Kiersey Temperament Sorter, and Multimedia Guide to Occupational Exploration, all of which link a student's interest to possible careers. These instruments are also used by CDC personnel for career advising.

5. **A formal faculty advisement mechanism is in place to assist students with program and career decisions.**

   ○ The Career Development Center participates in training workshops to improve the faculty advisement system. Faculty refer first time or undecided students to the Career Development Center for advisement.

STANDARD: C.1.3.5 ADVISORY COMMITTEE

1. **This program has a formalized advisory committee composed of members representing the industry and the community.**

   ○ The Learning Assistance Center, Career Development Center, and Higher Education and Life Planning Center share an advisory committee comprised of representative from industry, small business, community agencies, and students.

2. **The advisory committee meets on a regularly scheduled basis as determined by their program of work.**

   ○ The LAC, CDC, and HELP Advisory Committee meets twice yearly, usually once each semester.

3. **The advisory committee helps plan, develop, evaluate, and promote the program as evidenced by the written records of meetings on file.**

   ○ The LAC is the repository for written records of advisory committee meetings. The committee's recommendations, function, and input is related to Student Support Services and not specifically to instructional programs.

STANDARD: C.1.3.6 JOB PLACEMENT AND PLANNING

1. **Placement data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

   ○ A graduate survey of all vocational program graduates is conducted on an annual basis. Summary information for the following years is attached along with copies of the survey instruments used. Placement data requested includes whether or not graduates are working in a field related to their major, wage information, and current employment status. This information is passed on to executive administration for planning and evaluation purposes.

2. **Student follow-up data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

   ○ The annual graduate survey conducted by the Career Development Center includes questions pertaining to student satisfaction with programs and services as well as educational plans to assist with program planning and evaluation.

3. **Employer satisfaction data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

   ○ An employer satisfaction survey/needs assessment is planned for the summer of 1995. The proposed survey is attached.

4. **Projected enrollments are based on needs assessments and are used in program planning and evaluation.**

   ○ The proposed employer satisfaction survey/needs assessment addresses employer needs.

5. **The institution has identified staff person(s) who are responsible for job placement activities.**

   ○ The Career Development Center is expanding its job placement function. 1stPlace! software has been purchased and installed to provide data on program graduates. A permanent Administrative Secretary is in the process of being hired who will be responsible for data entry and maintenance of placement files.

COMPUTER SCIENCE PROGRAM

STANDARD: C.1.3.1 FACILITY

1. The facility is large enough to meet the needs of the program.

○ The Computer Science *Department* shares the facilities and resources of the Computer Center. The Computer Center has 522 $^1/_2$ square feet of *computer lab* space which is divided into five computer classrooms labs and a general use computer area. The average semester enrollment of the CS area is two hundred and twenty five students. The CS area is provided precedence in the scheduling of the computer classrooms. All CS courses are taught in computer classrooms. During classes and labs, there is a computer workstation available for each student. Class size is limited to the number of workstations in the computer classrooms.

2. The facility is kept clean and well maintained.

○ The daily maintenance schedule includes:

- The janitorial staff tidy up all computer classrooms.

○ The semester maintenance schedule includes:

- Wax/polish floors.

3. The facility is lighted and well ventilated.

○ All computer classroom are well-lit with a fourescent lighting system. The Computer areas have centralized air-conditioning and adequate ventilation.

4. The facility is free of any health and safety hazard(as per SDE safety check list).

○ Cables and wires are fastened so that they do not become dangerous.
○ Data cables are run through conduits.
○ All computer equipment is plugged into surge protectors.

5. The facility is easily accessible to handicapped.

○ All computer classrooms have wheel-chair access.
○ Special user interfaces are available for the handicap in the general computer lab, i.e. specialized keyboards for the physically challenged and a 21" SVGA Color Monitor for the visually impaired.
○ All computer classrooms have braille room numbers posted.

7. Ample storage space is available.

- ○ File servers are secured in a locked storage area attached to Room 222 (Computer classroom).
- ○ Loaners, spare parts, and software is stored in locked *enclosures* behind Room 224 (Computer classroom).
- ○ Room 222 and Room 221 have cabinets that are used to stored instructional and computer supplies.

8. Washing and rest room facilities are easily accessible for both sexes and handicapped.

- ○ Restrooms are easily accessible from the computer classrooms. These restrooms have facilities for the handicap and are clean and sanitary.

STANDARD: C.1.3.1A EQUIPMENT

1. Modern equipment is utilized.

- According to the *NMSU-C Information System Plan*, all computer equipment and software is to be upgraded every two years and all computer equipment is to be replaced every four years.

- Of the five computer classrooms, three computer classrooms have twenty four 486 computers, one computer classroom has twenty four 386 computers, and one computer classroom has twenty four 286 computers.

- The design goals for the Computer Center is to have a Distributed Processing environment with open connectivity. The Computer Center has a Novell Netware 2.15 server, a Novell Netware 3.11 server, a Novell 4.1 server, SCO Unix host and a Linyx host. The network is connected via a CISCO router and a 56KB line to NMSU-Net in Las Cruces. Through NMSU-Net we have an Internet node (CAVERN.NMSU.EDU) for E-Mail, FTP, WWW, Gopher, Telnet, etc. Internet access is available on over thirty workstations (including the computers in CS faculty offices).

- Administration is cognizant of the fact that we live in the *Information Age* and acquisition of information processing technology is given a high priority in the budgetary process.

2. Equipment is available in sufficient quantity to meet the needs of the program.

- In a classroom setting, there is a computer workstation for each and every student.

- A general lab area with twenty workstations (including ten Macs) is available when all computer classrooms are occupied. Computer classrooms are available as labs when classes are not scheduled.

- A remote dial-up line is available for students to access the Local Area Network as well as the Internet.

3. Schedules of equipment acquisition and repair are maintained and a systematic equipment replacement policy is followed.

- The daily maintenance schedule includes:
    - Clean monitors, system unit, keyboard and printers.
    - Check boot diskettes for viruses.
    - Monitor software copyrights
    - Ensure that computer resources are only used by NMSU-Carlsbad students, faculty, staff, and administrators.
    - Repair out of order computers. Our goal is to repair a workstation within twenty four hours of when an "out of order" sign is placed on it. If our

technicians cannot repair the computer within this time frame, a *loaner* is placed in service.

- Backup all programs and data on the file servers.
- Place dust covers on all computer workstations when not in use.
- Check ribbons or toners in printers. Replace toners or ribbons.
- Check whether all computer workstations are turned off at the end of the days.

○ The semester maintenance schedule includes:

- Aligns floppy disk drives.
- Comprehensive servicing and preventive maintenance of all workstations and printers.
- Test cabling and connectors for LAN.
- Upgrade and replace hardware and software according to the *NMSU-C Information System* plan
- Check cabling and connectors.
- Clear user accounts and files belonging to *old* students on the file servers.

4. An inventory of equipment is maintained at program level and is kept current.

○ A copy of the master inventory list as it pertains to computer equipment is maintained by the Computer Center staff. This inventory list is used to recommend upgrades and replacements according to the *NMSU-C Information System Plan*.

5. The lab shop equipment is suitably designed and arranged to make possible effective training for all students.

○ All tables in computer classrooms were customized to facilitate keyboarding.

○ The chairs in the computer lab classroom are comfortable.

○ All computer classrooms are furnished with a *white* board.

6. Supplementary instructional equipment is provided and/or is readily available, i.e. demonstration stands, display cases, mock-ups, wiring boards, audiovisual equipment, etc.

○ Computer panels for projection of computer screen are available in computer class rooms.

○ VCRs, TVs and other audio-visual aids can be checked from the Library at short notice (24 hours or less).

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7. **Student study equipment is available when necessary for instruction, i.e. audio-tutorial labs, study carrels, simulated work stations, etc.**

   ○ The general computer lab area provides an area for conducting computer lab assignments when the other computer classrooms are occupied.

   ○ The Library is equipped with a set of multi-media computers to preview courseware and computer based instruction.

   ○ The CS area uses CBTs (Computer Based Training) packages as an integral part of the curriculum.

8. **Major equipment acquisition requires program advisor committee review.**

   ○ Major software and hardware acquisitions are discussed with the CS Advisory Committee.

   ○ The recommendations of the Advisory Committee are mentioned in the justifications for hardware and software requisitions.

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STANDARD: C.1.3.2 INSTRUCTIONAL MATERIALS

1. **Instructional materials reflect the current needs of industry.**

   ○ Textbooks are reviewed on a per semester basis. The CS area adopts new textbooks frequently to reflect the changes in technology.

   ○ Software is upgraded every second year.

2. **Materials and supplies are readily available to carry out instructional activities.**

   ○ Chalk, markers, pens, paper, and other supplies are readily available from the bookstore between 8am and 6pm. Each area has a charge account for purchasing from the large collection of office and instructional supplies available in the bookstore.

3. **Relevant and current supportive and reference materials are available in an adequate number.**

   ○ N/A

4. **Instructional materials are up-to-date, free of sex and cultural bias, bilingual/bicultural if necessary, and appropriate to reading and mathematical levels.**

   ○ Instructional materials is modern and appropriate to train the students to fulfill graduate outcomes, as outlined in the course syllabus.

5. **A variety of curriculum materials are available which would allow for instructional flexibility such as: competency based, criterion referenced and individuazed.**

   ○ The Computer Science area strives to offer courses that are competency based. The terminal objectives and enabling objectives are summarized in the course syllabi. The course subject-matter and presentation is structured by the terminal objectives and the enabling objectives. Exams are constructed to certify whether the objectives of the course has been met.

6. **Materials are well maintained and reviewed on a regular basis.**

   ○ Course syllabi are reviewed and updated before a course is taught. Revised copies of syllabi must be filed with the Associate Provost's office every semester within the first week of the semester.

   ○ Every year, Library acquisitions in the Computer Sciences area are evaluated; and recommendations are made to the Librarian.

   ○ As part of the budget preparation process, the inventory of existing CAI (Compuer Aided Instructions) titles and audio-visual aids is analyzed; and upgrades, additions, and replacements to these resources are included in the budget.

7. **Special materials are available for handicapped students when required.**

○ Special arrangements are made through the Learning Assistance Center to accommodate disable students according to federal and state regulations.

STANDARD: C.1.3.3 ORGANIZATION AND TEACHING METHODS

1. **Instruction is based on clearly defined goals and measurable objectives and evaluations of student progress.**

   - All of the computer science courses use syllabi that specify the objectives for that course. The evaluations of those objectives occur through a combination of the following tools: In class discussions and exercises, homework assignments that measure accomplishment of skills in a given area, and examinations that test knowledge and ability to applied knowledge learned.

   - Additional evidence including outlines of lecture plans, homework assignments, and examinations, are available.

2. **Written curricula and/or lesson plans are available which relate to the specified goals and objectives.**

   - The syllabi for the computer science courses speak to these concerns.

3. **A variety of instructional methods are used such as: Lecture, audiovisual, individualized, computerized instruction, I.T.V., discussion, demonstration, and learning by doing.**

   - Computer science instruction uses lectures, audiovisual, computerized instruction, discussion, demonstration, and learning by doing. Lecture Instruction - Lectures are used to introduce new ideas, and provide the groundwork for either discussions or individual learning by doing exercises.

   - Audiovisual Tools - Audiovisual tools used include VCR and television for occasional videos on a concept of interest. Overhead B/W LCD projectors are used to show complex tasks in computer applications.

   - Software Application Instruction - Instructions for courses on software applications use the computers available in rooms 210, 213, 219, 221, 222, 224. Currently all of the PC use 486 processors except for room 210, which uses 286 processors, and room 219, which uses 286 processors. Most of the rooms can run the most recent versions of the software packages. Only room 219 is limited to running DOS applications only. A total of 78 PCs with 486 processors is available. About 24 PCs with 386 processors are available, and about 24 PCs with 286 processors are available.

   - The software packages that are available for the IBM PCs include WordPerfect for both DOS and Windows, Lotus 1-2-3 versions 2.4 for DOS, 3.4 for DOS, and 4.0 for Windows. Other software packages owned by the university, including Harvard Graphics, Correl Draw and Norton Utilities, are used to fill the needs of various software courses.

In addition to the PCs, 10 Macintosh computers are available for instruction. The university also owns an AS/400, and a computer with SCO UNIX as it's operating system. These computers are useful for instruction on computer platforms used by businesses.

- The computers are connected to a network for all of the computer labs. The network software in use is Novell Netware. The university currently has three file severs which the PC's can use. Access to the Internet is available in room 210 and the library. This allows students to use computing tools that are available to the public.
- Programming Instruction Tools - Several compilers and debuggers are available for software instruction. For the PCs Quick Basic, Quick C, and Turbo Pascal is available. COBOL and RPG are available for the AS/400. C, C++, and Fortran77 are available for the UNIX workstations.
- Computer Aids to Instruction - The university currently own two black and white LCD projection monitors which can be used with a computer for software demonstration.
- Software aided instruction tools also exist for reinforcing basic concepts with DOS and the Novell network operating system.
- Discussion occurs in both the software application courses and the programming courses. The nature of the discussion varies depending upon the type of course being taught.
- In software application courses students are encouraged to learn to use the menus, help, and other on-line services/information available to them. Discussions in these classes are directed to encourage students to use tools that are available to them when they are using their applications.
- In programming courses discussion is centered around the planning process involved in writing a program. For programming courses discussion emphasizes the decisions and planning that occurs when writing a program.
- Demonstration occurs most often in the application software courses. The primary form of demonstration occurs through the use of overhead projectors where techniques used in the application software package are shown.
- Learning by Doing- Students are required to work on lab and homework assignments. These assignments provide students with opportunities to work on the computers with either software applications, or on the programming assignments.

4. Instruction is made relevant to the current needs of industry.

○ Input from the advisory board for computer science has been used to determine the needs of local industry. Members on the advisory board are selected from several businesses and agencies that represent a cross section of the community. For the application software packages that are used, the computer science department makes an attempt to always obtain the latest versions of the programs.

5. Sequence of the courses are appropriate and provide for continuity.

○ Only a few courses are offered every semester. These courses are primarily introductory courses that are used by students from many fields of study that are not necessarily centered around computer science.

○ There are a number of courses that are offered every year. Those courses are usually OECS courses, or are courses that are taken by a wider population of students. These courses are offered every year, and the sequence of courses is geared toward those students who take CS 110 in the Fall semester, then move onto courses including OECS 120, OECS 125, OECS 210, or OECS 215. OECS 120 and OECS 210 are offered in the Spring semesters, and lead naturally from CS 110. Courses such as OECS 125 and OECS 215 could be taken in the Fall. All of these courses have CS 110 as a prerequisite, so students who start in the Spring are not penalized.

○ Higher level BCS and CS programming courses are offered once every other year. These courses usually have lower enrollments, so their offerings are spread across several semesters. A student starting with CS 110 can move through the logical sequence of BCS and CS programming courses and finish in two years.

6. Students perform a variety of assignments in actual and/or simulated training stations.

○ The computer lab offers a variety of computers that are used by the different courses in the Computer Science program. As noted in part 3 of this section, the types of computers available range from the PC's to minicomputers (AS/400). Occasional students also use computers from different parts of the country or world using the Internet connections that are available.

7. Instruction is so planned that individual learners are encouraged to develop their highest skills and to advance at their maximum rates.

○ Students are allowed to move at their own pace during lab times. The computer labs are open from 9:00 A.M. to 9:00 P.M. Monday -Thursday, 9:00 A.M. to 5:00 P.M. Friday, and 9:00 A.M. to 12:00 P.M. on Saturday.

8. **Disadvantaged, Handicapped, and nontraditional students are identified and provisions are made available in order to maximize their success.**

   - Disadvantaged and handicapped students are identified by the Help Center in the Learning Assistance Center. When we become aware of the presence of these students, efforts are made to serve them to the best of our ability. In the last year an enhanced keyboard was purchased for the use of a student who is quadrapoligic. A large screen monitor was purchased for another student who is visually impaired. These tools are placed in the computer lab, and students with the handicap have priority for use of these tools. These tools show part of the effort made by the university to provide services to the handicapped.

   - Non traditional students are encouraged to enroll in these courses and programs. The computer science program follows university policy as stated in the mission of the university.

9. **The curricula includes units on "How to find a job," "How to keep a job," and "How to advance in a career."**

   - The curricula encourage activities and habits for all three areas, although they do not use these titles. Students are encouraged to practice good work ethics, and to work responsibly. A student who has successfully completed a program in computer science will be able to perform well in the work environment.

STANDARD: C.1.3.4 ENROLLMENT CRITERIA

1. **Each vocational program has identified a minimum entry standard which is required of all entering students.**

   ○ The admission requirements to CS programs include:

   - Graduation from any high school or academy in the United Stated accredited by a regional accrediting agency or approved by a state department of education or state university.
   - A minimum high school grade point average of 2.0 or better.
   - A minimum General Education Development(GED) score of 50 or better.

2. **The faculty has access to all achievement test scores which are filed in student portfolios.**

   ○ Placement testing is required of all new (first-time) students planning to enroll for coursework at NMSU-C. Test results are available immediately upon the completion of the test; the student must save that score result report and take it to the their faculty advisor at the scheduled appointment time.

   ○ Copies of the score result report are available from Student Services on request.

3. **The institution provides basic/development and/or remedial education services for those students who are in need of such services.**

   ○ All degree/certificate seeking students, all beginning full-time students, some transfer students, and all students who plan or need to take English or Math are expected to complete the placement testing activity. Based upon the score result report, students are recommended (based on the Asset Placement model) to enroll in remedial English, Math, and/or Reading classes.

4. **Prior to program enrollment, encouragement is given to students to explore nontraditional careers.**

   ○ The Career Center maintains full-time counselors to explore non-traditional careers. Also, they maintain the GIS careers' database and other pertinent reference material.

5. **A formal faculty advisement mechanism is in place to assist students with program and career decisions.**

   ○ All vocational students are assigned faculty advisors who serve as mentors during their entire academic careers.

   ○ Faculty are required to post hours when they are available for advisement during the pre-registration process.

   ○ Faculty are required to man advisement stations during general registration.

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STANDARD C.1.3.5 ADVISORY COMMITTEE

1. **This program has a formalized advisory committee composed of members representing the industry and the community.**

   ○ This board meets on a regular basis to review the needs of the board members in the local community and to update the current course/degree offerings in computer science. In addition to examining the current courses offered at NMSU-C, this board also makes suggestions for industrial based training and for special topics courses that are offered on demand.

   ○ The committee generally examines issues that are of interest of the computer science program, and of the committee members as well. The current members of the board include the following individuals:

Keith Nelson	Head of Information Systems at Westinghouse.
Tom Lichty	Directory of Computer Training at Westinghouse. The computer science department at NMSU-C provides assistance in objective based computer training employees at Westinghouse.
Mary Alice London	Head of Information Systems at the Carlsbad Public Schools.
Ray Roberts	A member of an accounting firm. This firm uses computers for it's operations.
Larry Coalson	Head of the Small Business Development Center. Mr. Coalson is aware of the computer needs of small businesses in the Carlsbad area.

2. **The advisory committee meets on a regularly scheduled basis as determined by their program of work.**

   ○ The advisory committee for the computer science program meets at least once a year, and occasionally more as warranted by the needs of the computer science program.

3. **The advisory committee helps plan, develop, evaluate, and promote the program as evidenced by the written records of meetings on file.**

   ○ The advisory committee has helped the computer science program in the planning process. This committee has helped the computer science program determine software and courses that are relevant to the needs of industry. Changes that have been made based on the recommendations of the advisory committee are mentioned in part 4 of this standard.

4. There is evidence that the instructor(s) and administration consider and take action on the committee's recommendations.

- ○ The Saturday and short courses that have been offered in the past were recommended by the advisory committee. The short courses lie outside of the scope of the normal courses offered for degree seekers, but are very useful to people in the community interested in improving their skills.

- ○ The advisory board also provided information useful for updating the degrees offered by the computer science program. During the last several years there has been a shift away from programming, while computer operations skills have become more important. The changes in the curriculum for the computer science program have reflected these new needs.

5. The advisory committee operates under written guidelines which specify functions, responsibilities, operational procedures, membership qualifications, and length of term.

- ○ Members of the advisory board are expected to provide information concerning the computer training needs of the community, as appropriate to their area of expertise. Members to the advisory board are selected because of their knowledge of the training needs within their organization, or of the community at large. They serve one year terms with no limits. Therefore a member who has served one year may serve again the next year.

6. The advisory committee is supplied with student placement, employment, and needs assessment information.

- ○ Information from the institution is available to and supplied to the advisory board.

STANDARD: C.1.3.6 JOB PLACEMENT AND PLANNING

1. **Placement data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

    ○ The career development center collects data on the job placement of students. This data is considered when courses/programs are planned.

    ○ Data is also available on students who transfer to Las Cruces. Currently this data is limited to the grades for the first semester after they transfer. In the future we hope to be able to expand this data beyond the first semester up to the time they graduate from Las Cruces.

    ○ NMSU-C has also worked with Eastern New Mexico University at Portales and the College of the Southwest to determine the success of our transfers to those institutions.

2. **Student follow-up data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

    ○ Student Services collects data on the graduates of the university. This data is considered when courses/programs are planned.

    ○ As mentioned in part 1 of this standard, we also have some information on what students do after they transfer.

3. **Employer satisfaction data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

    ○ Student Services conducts a follow-up with the employers of our graduates. This data is considered when courses/programs are planned.

4. **Projected enrollments are based on needs assessments and are used in programming planning and evaluation.**

    ○ Enrollments are estimated based on past enrollment, and on the current number of students in the degree programs. The enrollment trends have been used to determine how often courses should be offered to ensure that students are able to complete their degrees on a reasonable time schedule, and the courses will have an adequate number of students to make.

5. The institution has identified staff person(s) who are responsible for job placement activities.

- The personnel in the Career Development Center are responsible for job placement activities. The Career Development Center is equipped with literature on job placement. The career center also has information available on four year colleges and universities around the country. Students are able to use this information for transfer purposes.

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CRIMINAL JUSTICE PROGRAM

STANDARD: C.1.3.1 FACILITY

1. **The facility is large enough to meet the needs of the program.**

   ○ Yes. Additional space will be allocated for the implementation of a forensic laboratory.

2. **The facility is kept clean and well maintained.**

   ○ Yes. The facility is kept clean and maintained by the maintenance and custodial staff.

3. **The facility is lighted and well ventilated.**

   ○ Yes. The facility is well lit and well ventilated and is maintained by the maintenance and custodial staff.

4. **The facility is free of any health and safety hazards (as per SDE safety check list)**

   ○ Yes. See safety information in the business manager's office.

5. **Equipment is the "state of art."**

   ○ Yes, with the exception of closed circuit TV which is not yet available at this facility.

6. **Equipment is in sufficient quantity to meet program needs.**

   ○ Yes. As the program grows there will be a need for more equipment which will be requested/ordered. Budgets are being established to provide for additional equipment.

7. **Equipment is well maintained and systematically replaced as needed.**

   ○ Yes. All computer and electronic equipment is on a maintenance and replacement schedule, see the office of computer technicians. Other equipment is maintained by the appropriate division or staff personnel. .

8. **Equipment is maintained on inventory lists.**

   ○ Yes.

9. **Equipment presents no safety hazards.**

○ Not applicable to this program. All new equipment which will be utilized in the future forensics laboratory will be safety checked and maintained in a safe and working order.

10. **Equipment is easily accessible to students.**

○ Yes, upon request.

11. **The facility and equipment are reasonably accessible to the handicapped.**

○ Yes. This includes special handicapped accessible computer keyboards, voice activated recorders, and audio-visual equipment.

12. **Supplementary instructional equipment and student study equipment is available.**

○ Yes. For the Criminal Justice program this includes basic legal reference manuals and research guides but does not include an on-site legal reference library, however, access to the community law library is available upon request with an appointment. In addition, the students have access to the West Law Library available in the library and other on-line reference material that can be requested and ordered by the library.

13. **Ample storage space is available.**

○ Not applicable to this program at this time.

14. **Washing and rest room facilities are easily accessible for both sexes and handicapped.**

○ Yes.

STANDARD: C.1.3.1 a EQUIPMENT

1. **Modern (state-of-the-art) equipment is utilized.**

   ○ Yes, with the exception of closed circuit television which is not yet available on this site.

2. **Equipment is available in sufficient quantity to meet the needs of the program.**

   ○ Yes. For the Criminal Justice program this would include computers, overhead projectors, VCR with TV, and on-line or CD ROM access material and equipment.

3. **Schedules of equipment acquisition and repair are maintained and a systematic equipment replacement policy is followed.**

   ○ Yes, each facility member is made aware of when his/her specific instructional equipment is scheduled for maintenance, upgrade and/or replacement. Other equipment necessary for instructional purposes are consistently maintained is a satisfactory working manner.

4. **An inventory of equipment is maintained at the program level and is kept current.**

   ○ Not applicable to this program.

5. **The lab or shop equipment is suitable designed and arranged to make possible effective training for all students.**

   ○ Yes. For the Criminal Justice program the labs in question would be the library computer stations and the general computer labs.

6. **Supplementary instructional equipment is provided and/or is readily available, i.e. demonstration stands, display cases, mock-ups, wiring boards, audiovisual equipment, etc.**

   ○ Yes. For the Criminal Justice program the two major pieces of supplementary instructional equipment are audiovisual equipment and computers with on-line or CD ROM features.

7. **Student study equipment is available when necessary for instruction, i.e. audio-tutorial labs, study carrels, simulated work stations, etc.**

   ○ Yes. For the Criminal Justice program study equipment includes a law library which is made available to the Paralegal faculty and students upon request from the legal and court community, access to certain law offices within the community upon request, and certain on-line audio-tutorial access as required.

8. Major equipment acquisition require program advisory committee review.

○ Currently the cluster is in the process of establishing advisory committees for the purpose of acquisition and program development review, when this is accomplished all major equipment acquisitions will be subject to committee review. In the past, all acquisitions were reviewed and authorized or rejected based on university/institutional criteria.

STANDARD: C.1.3.2 INSTRUCTIONAL MATERIALS

1. **Instructional materials are up to date, free of sexual and cultural bias and reflect the needs of the industry.**

   ○ Yes, however, like many other vocational-technical and academic fields, the criminal justice professions are slow to acclimate themselves to sexual and cultural neutrality. The law seems to consistently use gender biased languaging in many of its written works, however, the faculty at this facility do stress sexual and cultural equality and neutrality in their teaching.

2. **Materials and supplies are readily available to carry out instructional activities and are also readily available for students as needed.**

   ○ Yes. Materials and supplies are readily available upon request and easily obtainable for instructional activities for faculty members and are also readily available for students.

3. **Good, relevant and current supportive and reference materials are available in an adequate number.**

   ○ Yes. For the Criminal Justice program a majority of supportive written reference material is available in the community legal library since this institution does not own a law reference library, however, for the basic needs of all Criminal Justice students general legal reference material is available in this institution's library.

4. **Instructional materials are up-to-date, free of sex and cultural bias, bilingual/bicultural if necessary, and appropriate to reading and mathematical levels.**

   ○ With respect to instructional materials being sex and cultural bias free, they are with the exception noted in 1(a) above - this page. Since the Criminal Justice program deals with the law, which is not written in common or lay language, certain interpretative or commentary volumes are available to the student upon request from either the community law library, participatory attorneys, this facility's library or the Paralegal advisor's personal library. Only a few bilingual interpretative or commentary texts are available and no bilingual law library exist either at this facility or in this community. Since the law is not bicultural there is no need for any instructional materials of this type.

5. **Materials are well maintained and reviewed on a regular basis.**

   ○ Yes.

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6. **A variety of curriculum materials are available which would allow for instructional flexibility such as: competency based, criterion referenced and individualized, including adaptations for special needs students.**

   ○ There are nine major competency based criterion which are stipulated, either in total or in part, depending on the class structure, and provided to each student as part of the course syllabus. Additional criterion are adapted by each professor/instructor to accommodate any requirements of special needs students, such as note takers, special testing accommodations, and specially modified instructional equipment, i.e. large screen computer monitors and specialized keyboards, wheel chair accessible writing tables, etc.

7. **Special materials are available for handicapped students when required.**

   ○ Yes, as stated in #6 above (this section).

STANDARD: C.1.3.3 ORGANIZATION AND TEACHING METHODS

1. **Instruction is based on clearly defined goals and measurable objectives and evaluations of student progress.**

    ○ Yes. For the Paralegal program there exists a standardized set of institutional goals and objectives which are clearly defined in the student handbook as well as presented on brightly colored, large and clearly visible signs which are wall mounted throughout the facility. In addition, for each course, all goals and objectives, including methods and standards for evaluating student progress, are clearly written on the syllabus and discussed with the students in general at the outset of each semester. Further, within the framework of advising students in the paralegal program, goals, objectives and standards for evaluation are openly discussed so that the student is made aware of all expectation prior to entering the program.

2. **Written curricula and/or lesson plans are available which relate to the specified goals and objectives.**

    ○ Yes. For the Paralegal program, each course syllabus provides the student with generalized lesson plans and curricula which relate to the goals and objectives. Additionally, for any specific course which requires specialized competencies in order to fulfill the goals and objectives, outlines and project completion requirement are specifically elaborated, in writing, and provided to the students. Each faculty further elaborated, where necessary, on any criteria or requirement for goal completion.

3. **A variety of instructional methods are used such as: lecture, audiovisual, individualized, computerized instruction, I.T.V., discussion, demonstration, and learning by doing.**

    ○ Within the framework of the Paralegal program, all available instructional methods are use successfully by each of the faculty. For example, students in the legal research course are afforded the opportunity to utilize both on-line and CD ROM computerized search systems; litigation courses utilize the courts for demonstration purposes of actual trials, lecture and discussion are the mainstays of each of the paralegal courses; and learning by doing is strongly emphasized within the entire program. When available audiovisual aids are utilized, however, in the area of paralegal instruction there has not been an abundance of this type of material produced. At the present time, this institution does not have I.T.V. capabilities, however, it is hoped that in the near future such technology will become available and it will then be utilized to its best advantage.

4. **Instruction is made relevant to the current needs of industry.**

    ○ All areas and aspects of the legal professions experience continuous change and this institution, along with its faculty, remain continuously apprised of all industry changes, needs and requirements. On a monthly basis the CD ROM legal search system is updated as is any on-line legal information. Each semester, the paralegal

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faculty review updated, revised and new text material for adoption in both classroom and library holdings. Additionally, the community law library is continuously updated, as is true of any law library and our students, therefore, have access to the most recent case law, rulings, findings, and decisions. Further, as the needs of the industry change with regard to qualifications for employment of paralegals, our information boards and networks are updated.

5. Sequence of the courses are appropriate and provide for continuity.

- For the purposed of the Paralegal program the most essential sequencing requirement is that all students complete the introductory course prior to advancing through the sequence. This provides the student with a solid foundation upon which to understand and successfully fulfill all the requirements for completion of the entire program, meeting and completing each objective and curriculum goal. The sequence of additional courses is established so that each student can complete the legal research and writing course prior to being required to write their first legal research document. At the student's option, they may chose to take the legal research and writing course concurrently with any of the other paralegal courses which require writing a legal research document. If this should be the students option they would be provided with the opportunity to utilize the legal research and writing course to prepare their document for the other course.

6. Students perform a variety of assignments in actual and/or simulated training stations.

- Within the framework of the Paralegal program there are a number of courses which avail themselves of actual or simulated OJT type experiences. Litigation for the paralegal, legal research and writing, office management for the paralegal and the like are courses which allow for actual or simulated training sessions and stations. Moot courts are one example of a simulated training session which may or may not be performed in a setting/station similar to a courtroom. When at all possible the faculty encourage the students to avail themselves of any opportunity to participate in training situation (internships, etc.) in order to familiarize themselves with the industry prior to acquiring their certifications.

7. Instruction is so planned that individual learners are encouraged to develop their highest skills and to advance to their maximum rates.

- The goal of each faculty is to provide the student with the most conducive environment for learning and excelling in the field of paralegal. Students are encouraged to not just meet but rather to exceed the requirements for successful course completion. In this regard, students are encouraged to do sophisticated research, participate in internships, attend court sessions, practice their presentation/litigation skills, develop interviewing and investigation techniques which are innovative and provocative. Always students are encouraged to advance to their highest potential.

8. Disadvantaged, Handicapped and nontraditional students are identified and provisions are made available in order to maximize their success.

○ At the beginning of each semester students are asked to self identify themselves, in confidence, to the individual faculty member. If a student chooses to do so each of the paralegal faculty are more than accommodating to the student in order to maximize the potential for success. However, should a student not chose to disclose a disadvantage, handicap or incapacitation, the faculty would have no ability to assist or otherwise provide for the individual student. Students with outwardly notable handicaps or disabilities are provided for both by the institution as well as by the faculty to the best of his/her ability; outwardly notable differences include, but are not limited to physical handicaps, linguistic differences, and cultural distinctions.

9. The curricula includes units on "How to find a job," "How to keep a job," and "How to advance in a career."

○ The introductory course to the paralegal profession is geared to teaching not only basic paralegal skills but more-so to advising the student in the fine are of job search, job performance, advancements, salaries within the industry, professional organizational participation, office management and performance, and the like. In addition to the emphasis on this aspects and elements of employment within the paralegal profession, the advising office for paralegal students maintains numerous files on job availability, continuing education, state and national certification examinations, career advancement aids, as well as information on many other areas of industry performance and participation.

STANDARD: C.1.3.4 ENROLLMENT CRITERIA (Student Services)

1. **Each vocational program had identified a minimum entry standard which is required of all entering students.**

   ○ Entry into the Paralegal program is based upon successful fulfillment of the following prerequisites, though not restricted to students who have met the prerequisites prior to enrollment:

   ▸ Reading at or above the 12.9 competency level
   ▸ Competency in English sufficient to enroll in English composition (Engl. 111)
   ▸ Competency in math sufficient to enroll in intermediate algebra (math 115)
   ▸ Completion of asset test with scores equivalent to above noted English, reading and math levels.

2. **The faculty has access to all achievement test scores which are filed in student portfolios.**

   ○ The Paralegal program advisor maintains a complete set of records on each paralegal student including achievement test scores, unofficial semester by semester transcripts, awards notifications, curriculum checklist, tracking information, letters of recommendation, etc. All of this information is use for the purpose of providing the student with the most comprehensive advisement, support, recognition, and recommendations. The students in the paralegal program are asked to continuously provide their advisor with the most up-to-date information in order to maintain accurate advising portfolios.

3. **The institution provides basic/developmental and/or remedial education services for those students who are in need of such services.**

   ○ In addition to the institution providing the above noted services through the learning assistance center, the paralegal faculty advise and/or suggest that all students make use of the tutors who are available in the LAC on a daily basis as well as providing students with informative study guides which are developed to aid in comprehension and understanding and assist students in obtaining any other assistance which might be required for successful completion of the courses. Other assistance noted includes, but is not limited to, audio and micro cassette recorders, note takers, specialized testing rooms, and the like.

4. **Prior to program enrollment, encouragement is given to students to explore nontraditional careers.**

   ○ Paralegal as a profession within the industry is considered a nontraditional career due to its newness, even though legal secretaries have in the past performed some of the paralegal functions while the rest of the descriptive paralegal functions were carried out by law school interns and first year law school graduates. As a nontraditional career students in the paralegal program are of both genders and span a variety of age groups/cohorts.

5. A formal faculty advisement mechanism is in place to assist students with program and career decisions.

○ As stated above, the paralegal program students are assigned to be advised by two specific faculty at this time, Howard Feldman and Don Ricker. Both of these individuals are responsible for advisement of Paralegal and Criminal Justice students. All students enrolled in these areas of academia must consult with one or the other advisor at least once per semester for pre-registration as well as being invited to make appointments for additional assistance in successfully completing their program. Both of the individuals responsible for student advising in the Paralegal area are affiliated with numerous paralegal local, state and national associations as well as similar associations aligned with the areas of Criminal Justice, Corrections, and Criminology. As such, each advisor is knowledgeable of career opportunities in the legal, paralegal, and criminal justice fields. Students are provided with the most current and up to date information to their advisors.

STANDARD: C.1.3.5 ADVISORY COMMITTEE

1. This program has a formalized advisory committee composed of members representing the industry and the community.

○ At the present time the formulation of an advisory committee is in the developmental stage. Over the course of the last 7 months, the establishment of clearly defined clusters was completed and within the framework of those clusters the developmental process was begun for establishing advisory committees which will assist in the development, enhancement, and recreations of the specific programs represented within the clusters. The Paralegal program had become a member of the Social Science Cluster due to its close affiliation with the Criminal Justice Program as well as the Pre-Law program. It is anticipated that within the next full semester the advisory committee will be established, fully operational, and a very active participant in program development within the paralegal area.

2. The advisory committee meets on a regularly scheduled basis as determined by their program of work.

○ Following establishment of the committee it will meet regularly and as necessary will hold emergency or special unscheduled meetings to meet the needs of the Paralegal program.

3. The advisory committee helps plan, develop, evaluate, and promote the program as evidenced by the written records of meetings on file.

○ It is anticipated that once established, the committee will fully participate in a manner consistent with the statement above and a comprehensive set of written records of all meetings will be kept on file either at the institutional, cluster or program level if not at all three locations.

4. There is evidence that the instructor(s) and administration consider and take action on the committee's recommendations.

○ It is anticipated that once established, the instructors as well as the administration will not only consider but further take action on the committee's recommendations. It is to the best interest of all parties, (faculty, administration and especially students) that the committee's recommendations are acted upon in a professional and responsible/timely manner. Again, written records of all recommendation and their associated actions will be kept on file for future reference.

5. **The advisory committee operates under written guidelines which specify functions, responsibilities, operational procedures, membership qualifications, and length of term.**

   ○ As with all other committees and other official and para-official functionaries, operation of the entity is founded and guided by the written guidelines which clearly specify the major functions, responsibilities, operational procedures, membership qualification and length of term as well an any other reasonable and necessary parameters for the success of both the committee and the program.

6. **The advisory committee is supplied with student placement, employment, and needs assessment information.**

   ○ When necessary and appropriate the committee will be privy to all appropriate information, however, the program coordinators, advisors along with the institutional administrators will insure that no confidential information is disseminated without student release of information forms and only when such information is vital to the functioning and operation of the advisory committee.

STANDARD: C.1.3.6 JOB PLACEMENT AND PLANNING

1. **Placement data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

   ○ Over the course of the past 5 months, long term program assessment frameworks have been developed specifically for the collection of the specific types of data referred to herein. There are plans to collect and assimilate data on a course by course, semester by semester and year by year basis which will be used in continuing program planning and evaluation. This is being accomplished at the program level, however, at the institutional level, there has been a continuing data collection system in place and that information is now being utilized for program planning, development and evaluation.

2. **Student follow-up data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

   ○ Over the course of the past 5 months, long term program assessment frameworks have been developed specifically for the collection of the specific types of data referred to herein. There are plans to collect and assimilate data on a course by course, semester by semester and year by year basis which will be used in continuing program planning and evaluation. This is being accomplished at the program level, however, at the institutional level, there has been a continuing data collection system in place and that information is now being utilized for program planning, development and evaluation.

   ○ Additionally, all student follow-up data are in the process of being collected on a yearly basis in order to assess program development at the second year post graduation and the fifth year post graduation. The finalization of plans and procedures for implementation of student follow-up data on the program level will be completed within the next few months and a first student questionnaire will then be printed, distributed and the returning data will be input into the paralegal student follow-up data file for future analysis.

3. **Employer satisfaction data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

   ○ Though plans have been made for the development of employer satisfaction data collection on the program level, as of this time the development and implementation of such data collection has not been accomplished. Once developed and collected, this data will be utilized in a similar fashion to all other data referred to within this standard.

4. **Projected enrollments are based on needs assessments and are used in program planning and evaluation.**

    - Currently, the projected enrollment are based on class enrollments over the previous two to three years in addition to some basic information retrieved off of the most recent student needs assessments. However, there have been no local industry needs assessments developed or data collected which could be used to project future potential enrollments. There are plans being developed to collect some of this important data from the local community along with the above noted employer satisfaction questionnaire, which will then be utilized for program planning, development, evaluation and enrollment projections.

5. **The institution has identified staff person(s) who are responsible for job placement activities.**

    - Some of the activities which would be associated with the tasks of a job placement coordinator are accomplished and/or overseen by the Office of Career Development and Sigi Walker currently, however, since that office and Ms. Walker are not experts in the field of Paralegal, the two academic advisors perform many of the aforementioned duties. In the process of developing the cluster/program advisory committees and the guidelines for such entities career development and job placement are considered to be integral definable duties. In the future it is hoped that a full time institutional job placement staff personnel will be responsible for the majority of these duties.

ELECTRONIC TECHNOLOGY

STANDARD C.1.3.1 FACILITY

1. **The facility is large enough to meet the needs of the program.**

    - The Electronic Shop has 3500 square feet of floor space. The shop provides a classroom area and a combination lab area. A shop area is available for student usage equipped with lab and test benches and a layout table. There is a 500 square foot office equipped with storage, filing, desk and computer space.

2. **The facility is kept clean and well maintained.**

    - Each student is responsible for his or her bench area at the end of each class period. A student worker has also been hired (19 hours per week) by the Electronic program and one of the duties is to clean and sweep at the beginning of each day.

3. **The facility is lighted and well ventilated.**

    - The Electronics shop is equipped with florescent lights which emit a very bright and intense light for the students. The building air conditioning system provides ventilation for the electric shop.

4. **The facility is free of any health and safety hazard (as per SDE safety check list).**

    - A First Aid kit is accessible outside the instructor's office. Eye wash kit is accessible in the same location. Emergency power shutdown switches are located throughout the shop area. Fire extinguishers are located throughout the shop.

5. **The facility is easily accessible to handicapped.**

    - The shop is accessible on the ground floor which is accessible throughout the building for any handicapped.

6. **Ample storage space is available.**

    - An indoor storage facility amounts to 300 square feet and much more outdoor covered storage is available.

7. **Washing and rest room facilities are easily accessible for both sexes and handicapped.**

    - A community based wash basin is available to all students and rest room facilities are available in the adjacent area to the Electric shop for men and women (both are equipped with showers).

STANDARD C.1.3.1 a EQUIPMENT

1. **Modern (state-of-the-art) equipment is utilized.**

   ○ The lab benches are set up with state of the art test equipment, power supplies and test meters.

2. **Equipment is available in sufficient quantity to meet the needs of the program.**

   ○ Yes, all the classes are scheduled and offered in numbers of 10 or 20 to coordinate with the number of benches in the lab. This will allow the student to get the maximum hours of practice and allows bench sharing thereby cutting down the cost of practice time for each student.

3. **Schedules of equipment acquisition and repair are maintained and a systematic equipment replacement policy is followed.**

   ○ Yes, (Don Hansen, Assistant Provost, Business Office).

4. **An inventory of equipment is maintained at the program level is kept current.**

   ○ Yes, an annual inventory is performed by university staff.

5. **The lab or shop equipment is suitably designed and arranged to make possible effective training for all students.**

   ○ The lab was designed and constructed by the electronics instructor.

6. **Supplementary instructional equipment is provided and/or is readily available, i.e. demonstration standards, display cases, mock-ups, wiring boards, audiovisual equipment, etc.**

   ○ A student project wiring boards is presently being used in the shop area. These boards simulate actual electrical circuits used in industry. Audio-visual equipment is available on any day or night to the student in each of the electronic courses having supplementary video tapes that are located in the library.

7. **Student study equipment is available when necessary for instruction, i.e. audio-tutorial labs, study carrels, simulated work stations, etc.**

   ○ Yes, in the Learning Assistance Center.

8. **Major equipment acquisitions require program advisory committee review.**

   ○ Yes, the advisory committee would recommend the equipment needed for new or additional training in the electronics program.

STANDARD: C.1.3.2 INSTRUCTIONAL MATERIALS

2. **Instructional materials reflect the current needs of industry.**

   ○ The full time instructor is an Electrical Contractor and works as a contractor during non-contract time.

3. **Materials and supplies are readily available to carry out instructional activities.**

   ○ We maintain a constant supply of electrical components needed by the student for the electrical lab.

4. **Relevant and current supportive and reference materials are available in an adequate number.**

   ○ We teach each of the elective courses offered at NMSU in accordance with the NMSU catalog and we have used descriptions in catalogs published by NMSU at Las Cruces.

5. **Instructional materials are up-to-date, free of sex and cultural bias, bilingual/bicultural if necessary, and appropriate to reading and mathematical levels.**

   ○ Each of the 12 elective courses has the standard format now used by faculty at NMSU for all syllabi and is updated each semester.

6. **Materials are well maintained and reviewed regularly.**

   ○ Periodically, the campus revises the elective's curriculum to best suit the need of students placed in industry. This year, ET 202 has been added to take care of an industrial need. This will enable the students to schedule academic courses on the same evening as the electronics class.

7. **A variety of curriculum materials are available which would allow for instructional flexibility such as: competency based, criterions referenced and individualized.**

   ○ The Electronics program uses a competency-based format that has been successful. Mastery learning is practiced by all involved in the program.

8. **Special materials are available for handicapped students when required.**

   ○ Yes.

STANDARD: C.1.3.3 INSTRUCTIONAL MATERIALS

1. **Instruction is based on clearly defined goals, measurable objectives, and evaluations of student progress.**

   ○ The entire faculty has developed nine measurable graduate outcomes that are traceable to any courses offered at NMSU. All of the courses have an evaluation method by performance testing which could include written or practical testing criteria. Each course also has a final exam, scheduled by the university and printed in the schedule each semester.

2. **Written curricula and/or lesson plans are available which relate to the specified goals and objectives.**

   ○ Each course offered at NMSU has adopted a standardized format for the syllabi and is on file in the Associate Provost's office.

3. **A variety of instructional methods used are: lecture, audiovisual, individualized, computerized, instructional, I.T.V., discussion, demonstration, and learning by doing.**

   ○ All instructors practice all methods of instruction.

4. **Instruction is made relevant to the current needs of industry.**

   ○ Yes, see C.1.3.2 #1.

5. **Sequence of the courses is appropriate and provides for continuity.**

   ○ NMSU has recently adopted a "standardized course offering" for the 12 elective courses. Each course is offered annually, enabling a student to complete the program in two calendar years.

6. **Students perform a variety of assignments in actual and/or simulated training stations.**

   ○ Each student is assigned a lab station. The students do lab experiments in the class that are simulated versions of electronic circuits found in industry.

7. **Instruction is so planned that individual learners are encouraged to develop their highest skills and to advance at their maximum rates.**

   ○ All the electronics courses are designed to produce an entry level technician upon completion of the 12 required courses. If a student happens to complete the required electronic projects before the end of the semester, advanced projects are available to the "faster student" to enhance his/her the electronics skills.

8. Disadvantaged, handicapped, and nontraditional students are identified and provisions are made available to maximize their success.

- ○ Yes, see C.1.3.2 #7.

9. The curriculum includes units on "How to find a job," "How to keep a job," and "How to advance in a career."

- ○ Seminars are offered to all students from the Career Center on how to apply for a job, how to construct a resume, etc. See Career Center NMSU.
- ○ Electronics students are offered the opportunity to join a student organization, VICA, that has a strong program involving all aspects of "job-hunting." Students have competed at the state level in years past and **WON** 1st in the state in the "Job Interview Contest" and have competed at the national level.

ELECTRONIC TECHNOLOGY

STANDARD C.1.3.1 FACILITY

1. **The facility is large enough to meet the needs of the program.**

   ○ The Electronic Shop has 3500 square feet of floor space. The shop provides a classroom area and a combination lab area. A shop area is available for student usage equipped with lab and test benches and a layout table. There is a 500 square foot office equipped with storage, filing, desk and computer space.

2. **The facility is kept clean and well maintained.**

   ○ Each student is responsible for his or her bench area at the end of each class period. A student worker has also been hired (19 hours per week) by the Electronic program and one of the duties is to clean and sweep at the beginning of each day.

3. **The facility is lighted and well ventilated.**

   ○ The Electronics shop is equipped with florescent lights which emit a very bright and intense light for the students. The building air conditioning system provides ventilation for the electric shop.

4. **The facility is free of any health and safety hazard (as per SDE safety check list).**

   ○ A First Aid kit is accessible outside the instructor's office. Eye wash kit is accessible in the same location. Emergency power shutdown switches are located throughout the shop area. Fire extinguishers are located throughout the shop.

5. **The facility is easily accessible to handicapped.**

   ○ The shop is accessible on the ground floor which is accessible throughout the building for any handicapped.

6. **Ample storage space is available.**

   ○ An indoor storage facility amounts to 300 square feet and much more outdoor covered storage is available.

7. **Washing and rest room facilities are easily accessible for both sexes and handicapped.**

   ○ A community based wash basin is available to all students and rest room facilities are available in the adjacent area to the Electric shop for men and women (both are equipped with showers).

STANDARD C.1.3.1 a EQUIPMENT

1. **Modern (state-of-the-art) equipment is utilized.**

   ○ The lab benches are set up with state of the art test equipment, power supplies and test meters.

2. **Equipment is available in sufficient quantity to meet the needs of the program.**

   ○ Yes, all the classes are scheduled and offered in numbers of 10 or 20 to coordinate with the number of benches in the lab. This will allow the student to get the maximum hours of practice and allows bench sharing thereby cutting down the cost of practice time for each student.

3. **Schedules of equipment acquisition and repair are maintained and a systematic equipment replacement policy is followed.**

   ○ Yes, (Don Hansen, Assistant Provost, Business Office).

4. **An inventory of equipment is maintained at the program level is kept current.**

   ○ Yes, an annual inventory is performed by university staff.

5. **The lab or shop equipment is suitably designed and arranged to make possible effective training for all students.**

   ○ The lab was designed and constructed by the electronics instructor.

6. **Supplementary instructional equipment is provided and/or is readily available, i.e. demonstration standards, display cases, mock-ups, wiring boards, audiovisual equipment, etc.**

   ○ A student project wiring boards is presently being used in the shop area. These boards simulate actual electrical circuits used in industry. Audio-visual equipment is available on any day or night to the student in each of the electronic courses having supplementary video tapes that are located in the library.

7. **Student study equipment is available when necessary for instruction, i.e. audio-tutorial labs, study carrels, simulated work stations, etc.**

   ○ Yes, in the Learning Assistance Center.

8. **Major equipment acquisitions require program advisory committee review.**

   ○ Yes, the advisory committee would recommend the equipment needed for new or additional training in the electronics program.

STANDARD: C.1.3.2 INSTRUCTIONAL MATERIALS

2. **Instructional materials reflect the current needs of industry.**

   ○ The full time instructor is an Electrical Contractor and works as a contractor during non-contract time.

3. **Materials and supplies are readily available to carry out instructional activities.**

   ○ We maintain a constant supply of electrical components needed by the student for the electrical lab.

4. **Relevant and current supportive and reference materials are available in an adequate number.**

   ○ We teach each of the elective courses offered at NMSU in accordance with the NMSU catalog and we have used descriptions in catalogs published by NMSU at Las Cruces.

5. **Instructional materials are up-to-date, free of sex and cultural bias, bilingual/bicultural if necessary, and appropriate to reading and mathematical levels.**

   ○ Each of the 12 elective courses has the standard format now used by faculty at NMSU for all syllabi and is updated each semester.

6. **Materials are well maintained and reviewed regularly.**

   ○ Periodically, the campus revises the elective's curriculum to best suit the need of students placed in industry. This year, ET 202 has been added to take care of an industrial need. This will enable the students to schedule academic courses on the same evening as the electronics class.

7. **A variety of curriculum materials are available which would allow for instructional flexibility such as: competency based, criterions referenced and individualized.**

   ○ The Electronics program uses a competency-based format that has been successful. Mastery learning is practiced by all involved in the program.

8. **Special materials are available for handicapped students when required.**

   ○ Yes.

STANDARD: C.1.3.3 INSTRUCTIONAL MATERIALS

1. **Instruction is based on clearly defined goals, measurable objectives, and evaluations of student progress.**

   ○ The entire faculty has developed nine measurable graduate outcomes that are traceable to any courses offered at NMSU. All of the courses have an evaluation method by performance testing which could include written or practical testing criteria. Each course also has a final exam, scheduled by the university and printed in the schedule each semester.

2. **Written curricula and/or lesson plans are available which relate to the specified goals and objectives.**

   ○ Each course offered at NMSU has adopted a standardized format for the syllabi and is on file in the Associate Provost's office.

3. **A variety of instructional methods used are: lecture, audiovisual, individualized, computerized, instructional, I.T.V., discussion, demonstration, and learning by doing.**

   ○ . All instructors practice all methods of instruction.

4. **Instruction is made relevant to the current needs of industry.**

   ○ Yes, see C.1.3.2 #1.

5. **Sequence of the courses is appropriate and provides for continuity.**

   ○ NMSU has recently adopted a "standardized course offering" for the 12 elective courses. Each course is offered annually, enabling a student to complete the program in two calendar years.

6. **Students perform a variety of assignments in actual and/or simulated training stations.**

   ○ Each student is assigned a lab station. The students do lab experiments in the class that are simulated versions of electronic circuits found in industry.

7. **Instruction is so planned that individual learners are encouraged to develop their highest skills and to advance at their maximum rates.**

   ○ All the electronics courses are designed to produce an entry level technician upon completion of the 12 required courses. If a student happens to complete the required electronic projects before the end of the semester, advanced projects are available to the "faster student" to enhance his/her the electronics skills.

8. **Disadvantaged, handicapped, and nontraditional students are identified and provisions are made available to maximize their success.**

   - Yes, see C.1.3.2 #7.

9. **The curriculum includes units on "How to find a job," "How to keep a job," and "How to advance in a career."**

   - Seminars are offered to all students from the Career Center on how to apply for a job, how to construct a resume, etc. See Career Center NMSU.

   - Electronics students are offered the opportunity to join a student organization, VICA, that has a strong program involving all aspects of "job-hunting." Students have competed at the state level in years past and **WON** 1st in the state in the "Job Interview Contest" and have competed at the national level.

STANDARD: C.1.3.4 ENROLLMENT CRITERIA

1. **Each vocational program has identified a minimum entry standard which is required of all entering students.**

   - The electronic program operates under the same entrance guidelines as NMSU; see Mike Cleary, Assistant Provost of Student Services.

2. **The faculty has access to all achievement test scores which are filed in student portfolios.**

   - Yes, see Mike Cleary, Assistant Provost of Student Services.

3. **The institution provides basic/developmental and/or remedial education services for those students who are in need of such services.**

   - Yes, see Chuck Ridenour, LAC Coordinator.

4. **Prior to program enrollment, encouragement is given to students to explore nontraditional careers.**

   - Yes; see Sigi Walker, Career Development Center.

5. **A formal faculty advisement mechanism is in place to assist students with program and career decisions.**

   - All faculty are considered as advisors in their respective disciplines and assist students in class selections and career decisions.

STANDARD: C.1.3.5 ADVISORY COMMITTEE

1. **This program has a formalized advisory committee composed of members representing the industry and the community.**

   ○ Bruce Combs, Electric Supply
   John Wright, Eddy Potash
   Jerry Nichols, Mississippi
   Everett Wheeler, SEG

2. **The advisory committee meets on a regularly scheduled basis as determined by their program of work.**

   ○ The committee usually meets once a semester. The Instructor visits regularly with each of the individuals concerning issues arising in the electronics program.

3. **The advisory committee helps plan, develop, evaluate, and promote the program as evidenced by the written records of meetings on file.**

   ○ Regular minutes are not kept. As we meet, discuss our problems and/or needs and take any action needed, we plan to record an agenda and any actions of the meeting. This method is very effective for all concerned. We have access to any of the technical knowledge/equipment owned by the companies and we get students placed every month with the companies.

4. **There is evidence that the instructor(s) and administration consider and take action on the committee's recommendations.**

   ○ Yes; the electronic program offered ET 202, Intro to Instrumentation, Spring 1995 as requested by Advisory Committee.

5. **The advisory committee operates under written guidelines which specify functions, responsibilities, operational procedures, membership qualifications, and length of term.**

   ○ New this semester, the university operates a "cluster system" which will have a cluster advisory committee and a representative from each discipline will serve on that general committee. It is felt this will be an improvement from our previous system in that needs will be addressed as a cluster and specific needs for the electronics program with this industrial contacts.

6. **The advisory committee is supplied with student placement, employment, and needs assessment information.**

   ○ Yes; I plan to make an annual agenda to review program demands, student retention and job placement.

ELECTRONICS TECHNOLOGY

STANDARD: C.1.3.6 JOB PLACEMENT AND PLANNING

1. **Placement data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

   ○ See Mike Cleary, Assistant Provost of Student Services

2. **Student follow-up data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

   ○ See Mike Cleary, Assistant Provost of Student Services

3. **Employer satisfaction data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

   ○ See Mike Cleary, Assistant Provost of Student Services

4. **Projected enrollments are based on needs assessments and are used in program planning and evaluation.**

   ○ See Mike Cleary, Assistant Provost of Student Services

5. **The institution has identified staff person(s) who are responsible for job placement activities.**

   ○ See Mike Cleary, Assistant Provost of Student Services and/or Sigi Walker, Career Development Center.

ENVIRONMENTAL SCIENCE AND TECHNOLOGY

STANDARD C.1.3.1 FACILITY

1. **The facility is large enough to meet the needs of the program.**
    - The availability of a high clearance room equipped with a drive in door allows for the demonstration of full scale apparatus and equipment in the classroom

2. **The facility is kept clean and well maintained.**
    - The NMSU-C maintenance staff is very attentive to the state of the facility.

3. **The facility is lighted and well ventilated.**
    - The presence of high energy mercury discharge lamps and electrostatic precipitators provides for a superior working atmosphere.

4. **The facility is free of any health and safety hazard (as per SDE safety check list).**
    - Students are required to observe standard operating safety practices when operating equipment within the facility or when engaged in field work. All activity is conducted in accordance with the NMSU-C Health and Safety Plan which conforms to the criteria and standards set forth by the Occupational Health and Safety Administration (OSHA) and the Environmental Protection agency (EPA). A copy of this document is available in the business office.

5. **The facility is easily accessible to the handicapped.**
    - The existence of the drive in door makes the facility more than normally accessible to the handicapped.

6. **Ample storage space is available.**
    - Overhead storage areas above the offices and the rest rooms along with a ventilated equipment storage room at floor level provide ample space for the storage of equipment and instrumentation.

7. **Washing and rest room facilities are easily accessible for both sexes and the handicapped.**
    - The existence of a large wash area adjacent to the rest rooms makes the facility efficient and accessible to all students.

STANDARD C.1.3.1 a EQUIPMENT

1. **Modern (state-of-the-art-) equipment is utilized.**

   ○ The initial program funding obtained from WERC has made adequate first line equipment available for the program.

2. **Equipment is available in sufficient quantity to meet the needs of the program.**

   ○ The equipment available meets the criteria for EPA approval for EPA 165.15.

3. **Schedules of equipment acquisition and repair are maintained and a systematic equipment replacement policy is followed.**

   ○ Computer equipment is replaced on a five year schedule. Instrumentation on consignment from manufacturers is replaced as new models are released. Owned equipment is replaced as mechanical condition dictates or as more advanced equipment becomes available.

4. **An inventory of equipment is maintained at the program level and is kept current.**

   ○ A file of equipment literature (instruction manuals etc.) is maintained in the program office. Additional inventory is maintained by the business office.

5. **The lab or shop equipment is suitably designed and arranged to make possible effective training for all students.**

   ○ Most of the laboratory work contained within the ET curricula is carried out in the field. The equipment provided is designed to field operation. the laboratories associated with the science courses are arranged for the most effective training possible.

6. **Supplementary instructional equipment is provided and / or is readily available, i.e. demonstration stands, display cases, mock-ups, wiring boards, audiovisual equipment, etc.**

   ○ Supplementary instructional equipment is available in the NMSU-C library and in the program office. The computer data bases are located in the program office in order that their use can be supervised by faculty personnel.

7. **Student study equipment is available when necessary for instruction, i.e. audo-tutorial labs, study carrels, simulated work stations, etc.**

   ○ Supplementary equipment is available from the library as well as from the program office. Use of this equipment is normally under faculty supervision.

8. **Major equipment acquisitions require program advisory committee review.**
   - The advisory committee is very active and supportive of the program. All equipment acquisitions as well as other changes in the program are presented to the program advisory committee prior to implementation.

STANDARD C.1.3.2 INSTRUCTIONAL MATERIALS

1. **Instructional materials reflect the current needs of industry.**

   ○ Data bases and other instructional materials are constantly updated to reflect the most recent changes in governmental regulations and technical advances. Faculty attend industrial meetings and seminars to keep abreast of the rapidly changing technology in the environmental field.

2. **Materials and supplies are readily available to carry out instructional activities.**

   ○ The administration of NMSU-C is very supportive of the instructional program and has done an outstanding job of making required supplies and equipment available to the teaching faculty for use in the program.

3. **Relevant and current supportive and reference materials are available in an adequate number.**

   ○ The library holdings in this area are constantly being updated by the faculty. The computer data bases are updated on a bi-monthly basis to keep abreast of the rapidly changing technology.

4. **Instructional materials are up-to-date, free of sex and cultural bias, bilingual/bicultural if necessary, and, appropriate to reading and mathematical levels.**

   ○ Instructional materials for major courses are available in a bilingual format. In cases where there is a lack of reading or mathematical competency tutoring is available to assist the student in comprehending required material.

5. **Materials are well maintained and are reviewed on a regular basis.**

   ○ Instructors are encourages to utilize the latest editions of text books. Library materials are updates as new editions are released. Data bases are updates as new revisions appear.

6. **A variety of curriculum materials are available which would allow for instructional flexibility such as: competency based, criterion referenced and individualized.**

   ○ The curriculum materials available are frequently evaluated by the program advisory committee to ensure that they do provide for instructional flexibility to meet the needs of the wide variety of students served by NMSU-C .

7. **Special materials are available for handicapped students when required.**

   ○ Large screen computers are available in the computer laboratory. A special telephone for the deaf is located within the Learning Resource Center and other instructional aids are available and will be provided for any student for which they are needed.

STANDARD C.1.3.3 ORGANIZATION AND TEACHING METHODS

1. **Instruction is based on clearly defined goals and measurable objectives and evaluations of students progress.**

   ○ All course syllabi contain the goals and objectives of the course. The method of student evaluation is set forth along with the grading system to be employed.

2. **Written Curricula and/or lesson plans are available which relate to the specified goals and objectives.**

   ○ Each instructor is required to provide a Course Syllabus to each student at the beginning of each term. Copies of these syllabi are available for inspection in the program office or in the office of the Assistant Provost for Instruction.

3. **A variety of instructional methods are used such as lecture, audiovisual, individualized, computerized instruction, I.T.V., discussion, demonstration, and learning by doing.**

   ○ As much practical "hands on" experience as possible is given to the students. Numerous field trips to sites of environmental remediation activity are utilized. Demonstration of innovative techniques are employed when available. I.T.V. programs are presented and cooperative operations with the New Mexico Department of the Environment are carried out as opportunities arise.

4. **Instruction is made relevant to the current needs of industry.**

   ○ Advantage is taken of all available opportunities to expose the students to current industrial practice and methodology. Curriculum review is part of the activity of the advisory committee and this reviewing is done on an ongoing basis.

5. **Sequence of the courses are appropriate and provide for continuity.**

   ○ Every effort is made to ensure that students take courses in an appropriate order. Each student goes through an advisement process at the end of each term. Additional attention to sequence and scheduling is paid during class sessions to determine if a course is being taught at the appropriate level.

6. **Students perform a variety of assignments in actual and/or simulated training stations.**

   ○ The simulated exercises are a major part of the curriculum particularly in the case of ET 297 (Emergency Response Methods). Field trips and participation in actual environmental projects enhances the students understanding of the text book material.

7. **Instruction is so planned that individual learners are encouraged to develop their highest skills and to advance at their maximum rates.**

    - Small class size makes it possible to provide a large amount of individual attention to the students in this program.

8. **Disadvantaged, Handicapped, and non traditional students are identified and provisions are made available in order to maximize their success.**

    - In the case of the Environmental Science and Technology program, a majority of the students enrolled in the program work during the day or are on shift work schedules. This makes it important that the instructor adheres closely to the text materials and in some cases may have to repeat parts of presentations in order that all students may be reached. The need for most (if not all) students to support themselves and/or their families necessitates that most of the Environmental Science and Technology classes be held during the evening hours.

9. **The curricula includes units on "How to Find a Job," "How to keep a Job,"and "how to Advance in a Career".**

    - The Environmental Internship (ET 200) class is entirely devoted to this type of instruction.

STANDARD C.1.3.4 ENROLLMENT CRITERIA (STUDENT SERVICES)

1. **Each vocational program has identified a minimum entry standard which is required if all entering students.**

   ○ Each student entering NMSU-C and the Environmental Science and Technology Program is required to take a series placement tests to determine competencies in Mathematics, English and Reading. Those not meeting minimum standards are advised to take development courses to remediate their deficiencies. Students entering the Environmental Science and Technology program must be able to complete English 111G, and Math 115. In addition they must have adequate reading skills as determined by the Nelson-Denny Reading Test.

2. **The faculty has access to all achievement test scores which are filed in the student portfolios.**

   ○ The initial entry test scores made by a student are presented to his advisor at the time of his initial entry into NMSU-C. After this time such material is on file in the Student Services Office and is available to the faculty in accordance with the usual guide lines regarding the respecting of student privacy.

3. **The institution provides basic/developmental and/or remedial education services for those students who are in need of such services.**

   ○ These services are provided to the student through the Learning Resources Center.

4. **Prior to program enrollment, encouragement is given to students to explore nontraditional careers.**

   ○ The environmental Science area is one which is often considered to be "nontraditional" especially for women. Therefore encouragement of students to enter this field is to encourage them to enter a nontraditional career.

5. **A formal faculty advisement mechanism is in place to assist students with program and career decisions.**

   ○ Each student in the Environmental Science and Technology program is advised at least once each term. At this time any assistance needed is given in the area of career choice as well as academic requirements. In addition the Environmental Internship (ET 200) course is largely devoted to this subject.

STANDARD C.1.3.5 ADVISORY COMMITTEE

1. **This program has a formalized advisory committee composed of members representing the industry and the community.**

   ○ The Program Advisory Board of the Environmental Science and Technology program is composed of 35 members drawn from a wide spectrum of industries which have strong associations with environmental activity as well as academia and state and federal government. These members presently come from New Mexico and Texas but Oklahoma and Washington, D.C. have also been represented. The program is fortunate to have such an active and supportive advisory committee.

2. **The advisory committee meets on a regularly scheduled basis as determined by their program of work.**

   ○ The charter of the Program Advisory Board of the Environmental Science and Technology program provides for two regular meetings each year (one each regular semester) in addition. special meetings can be called when required. these meetings are held on the NMSU-C campus and generally one day in length.

3. **The advisory committee helps plan, develop, evaluate, and promote the program as evidenced by the written records of meetings on file.**

   ○ Minutes of the advisory committee meetings are on file in the program office. This body has been particularly helpful during the recent revision of the curriculum. Through their input the content of the curriculum has been brought much more closely into line with the needs of industry than was formerly the case.

   ○ Through the work of the Program Advisory Board, the first high school environmental completion will be held on the NMSU-C campus on April 21, 1995. This initiative, sponsored by New Mexico state University at Carlsbad, New Mexico Junior College and Eastern New Mexico University, Roswell is an effort to gain more exposure for environmental science programs among graduating high school seniors. The program will feature a contest in which teams from various local school districts will compete for scholarships to the sponsoring colleges. It is hoped that this program will continue and will serve to attract more graduating high school seniors to this career path.

4. **There is evidence that the instructor(s) and administration consider and take action on the committee's recommendations.**

   ○ The minutes will show that the ES&T faculty and the NMSU-C administration have consistently considered and acted upon the advisory committee's recommendations. It was large because of such recommendations that the recent program name change and curriculum revision were undertaken. Copies of the minutes substantiating this are available for inspection in the program office.

LEARNING ASSISTANCE CENTER

STANDARD C.1.3.1. FACILITY AND INSTRUCTIONAL EQUIPMENT

1. **The facility is large enough to meet the needs of the program.**

   - Though the existing facility is relatively new, and does continue to allow enough space to conduct our most basic tutoring or student support activities, we are currently in need of added tutoring and group rooms - because of recent increases in participant numbers. We also need to establish a testing center outside of the LAC to free up more space for direct student support functions.

2. **The facility is kept clean and well maintained.**

   - The Learning Assistance facility is well maintained. It is well lighted, regularly cleaned, and free of any health or safety hazards.

STANDARD C.1.3.1 a EQUIPMENT

1. **Modern (State of the Art) equipment is utilized.**

○ The equipment base within The Learning Assistance Center is not new, but it is adequate to meet the learning or training support needs of most of the students served by this program. Each year, the LAC Coordinator attempts to find resources to upgrade existing equipment while phasing out older, or damaged, equipment.

2. **Equipment is available in sufficient quantity to meet the needs of the Program.**

○ During the past 2 years, our equipment base has been adequate to meet most of our program or service needs. Equipment support deficiencies that have arisen recently have been identified - and the shortage centers upon the need for added Special-Needs student learning/training equipment, and for added IBM student use computers to assist Vocational students (ex. Nursing Program Enrollees). As a result of this need, NMSU-C is now in the process of contributing 20 upgraded IBM computers to the LAC for student use beginning Summer, 1995. Also, The Coordinator will be investigating a computer resource call "Invisible" computers for Disabled Clients (esp. the Blind) during the new project year.

4. **An inventory of equipment is maintained at the program level and is kept current.**

○ Both the Learning Center and the college maintain a formal inventory listing of all equipment within the facility. The lists are updated on an annual basis as new equipment is purchased - or added, and as old (unusable) equipment is phased out.

○ The nature and types of equipment utilized within the Learning Assistance Center pose no threat to the health or safety of the students or staff who utilize the different support tools.

5. **The lab or shop equipment is suitably designed and arranged to make possilbe effective training for all students.**

○ All equipment dedicated to student use is "user friendly" and readily accessible to our different student population groups - including those who are handicapped or disabled. Our equipment support base for the disabled is simply not as extensive as we would like for it to be - though present students needs are being accommodated.

6. **Supplementary instructional equipment is provided and/or is readily available, i.e. demonstration stands, display cases, mockups, wiring boards, audiovisual equipment, etc.**

○ Supplemental equipment is available to students and staff through equipment sharing between departments, and by direct access opportunities made available by our computer lab, the Adult Basic Education Program, and/or the institution itself.

Standard C.1.3.2 INSTRUCTIONAL MATERIALS

1. **Instructional materials reflect the current needs of industry.**

   ○ Materials used to support student learning/training efforts or needs are current, and appropriate to meet the different population groups served. In the realm of tutoring, staff members commonly use the updated course texts to explain and reinforce academic/vocational program enrollee learning efforts; in the realm of Pre-Employment or Vocational skills training readiness, we utilize professionally made videos, learning units, and employer "need-sensitive" seminars as our primary training tools or vehicles.

2. **Materials and supplies are readily available to carry out instructional activities.**

   ○ All materials used or housed within the Learning Center to support or train student entrants are made available as well to students and faculty at large upon need or request. Most often, this is done on a "check-out" basis with those who are not regular LAC entrants or participants. Also - much depends on the nature of the materials request received. In many instances where booklet or supplemental practice materials are requested, such items are provided free of charge with no requirement of return issued.

3. **Relevant and current supportive and reference materials are available in an adequate number.**

   ○ This is true since those materials not available in the Learning Center may be quite easily accessed at (or obtained by) our college library. The support and reference materials needed by students within the LAC itself are normally adequate to meet the needs of most requests - though new materials and programs are constantly being identified, and when possible, purchased.

7. **Special materials are available for handicapped students when required.**

   ○ Both our programs and materials provided through (or by) the Learning Assistance Center are "flexible" - providing multiple learning and multiple-level options for students and staff. When/as new textbooks are reviewed, the capacity for obtaining a "taped" edition from the company is one of the criteria for selection used. Also, as need exists, the Learning Center Services Coordinator regularly utilizes other agencies (ie. DVR and NM Coalition for the Blind) to obtain needed materials to assist the disabled - also, a Special-Needs identification and processing system is in place to identify such student's needs early on in a semester.

Standard C.1.3.3. ORGANIZATION AND TEACHING

2. **Written curricula and/or lesson plans are available which relate to the specified goals and objectives.**

    ○ All basic student support, learning or training programs utilized by or within the Learning Assistance Center are accompanied by written descriptions which are issued to students before they (individually) begin work on any of these programs. In addition, a course/program syllabus is provided to all new entrants on a regular basis.

    ○ The Learning Center's Program goals and objectives are spelled out for students in the course syllabus given to students upon entry or enrollment. Also, these guidance components are identified for students within the individual program descriptions that are provided when a student chooses to work on one (or more) of our self-paced Learning Programs.

3. **A variety of instructional methods are used such as: lecture, audiovisual, individualized, computerized instruction, I.T.V., discussion, demonstration, and learning by doing.**

    ○ The Learning Assistance Center utilizes a number of methodologies and learning/training options with students to help them achieve their individual goals. Among these options or methods are - computer based instruction (CAI), one-to-one tutoring, small group (formal and informal) instruction, video instruction, self-paced learning/training, and the utilization of multi-level (tailored) programs or materials.

4. **Instruction is made relevant to the current needs of industry.**

    ○ Beyond the formal, highly relevant, vocational training courses and programs regularly implemented at NMSU-C, the Learning Assistance Center utilized information from a Business Needs Survey conducted about 2 yrs. ago as a basis for our non-credit (informal) preparation of students for employment later. Also, the LAC continues to reflect business interests and needs by utilizing the guidance of our Advisory Board, and by continuing to conduct (and offer) Pre-Employment Skills Training Seminars to benefit the unemployed.

5. **Sequence of the courses are appropriate and provide for continuity.**

    ○ The Learning Assistance Center contributes to the successful transitioning of students along an established Developmental Skills Training sequence here at NMSU-C. Initial student needs identification and appropriate course/program placement result from entry testing of all students. Once "placed" into a course, students then receive support assistance from LAC staff to promote or assure academic success. Those who are successful continue to progress along the Basic Skills Continuum until such time as they can begin (or are deemed "ready") to enroll into regular college-level courses or programs - goal of LAC student support efforts and activities.

8. Disadvantaged, Handicapped, and nontraditional students are identified and provisions are made available in order to maximize their success.

○ The Learning Center in collaboration with other student service or support programs at this college does a good job of identifying and meeting the needs of the different Special-Needs Population groups mentioned. Among the special service and training options and opportunities provided are - individualized testing and advisement, Special-Needs student accommodation, multiple learning options, flexible scheduling, targeted and "dedicated" tutor assistance, career assistance referrals and guidance, and inter-agency resource utilization.

Standard C.1.3.4 ENROLLMENT CRITERIA (STUDENT SERVICES)

1. **Each vocational program has identified a minimum entry standard which is required of all entering students.**

   ○ All new, first-time college entrants are required to complete a number of steps before being formally admitted. Beginning with the Learning Center, such entrants are required to complete required College Placement Testing (ASSET) - to identify student entry skill levels in Reading, English, and Math and to identify student academic readiness for courses or programs offered by NMSU-C. In addition, new entrants are required to participate in a New Student Orientation Session (regularly scheduled) to enable students to learn about the college support services available and to assist them in understanding our Developmental Skills Training Sequence with the accompanying Placement Recommendations made.

2. **The faculty has access to all achievement test scores which are filed in student portfolios.**

   ○ Faculty members as well as others with pre-authorization have ready access to student test result information. Of primary importance to faculty are the entry Student Placement test results with their accompanying course recommendation listings. Since NMSU-C utilizes faculty members as student advisors, both the student and the Learning Center staff understand the importance of sharing test information with faculty - and respond accordingly.

4. **Prior to program enrollment, encouragement is given to students to explore nontraditional careers.**

   ○ Efforts are made to refer students to the most appropriate advisor - relative to a student's individual needs or interests. In addition, NMSU-C has designated different professional staff members to identify, recruit, and advise new entrants who have a non-traditional vocational enrollment interest or potential. These individuals also regularly promote non-traditional enrollment opportunities both on and off campus. The LAC, HELP Center and Minority Assistance Service Coordinators are the primary staff members responsible for such efforts here.

5. A formal faculty advisement mechanism is in place to assist students with program and career decisions.

○ NMSU-C prides itself on being a customer oriented campus that has as its highest priority the provision of the types of services, programs, or policies needed to help different student entrants accomplish their individual academic or vocational goals. Examples of this can be found by reviewing the college Mission Statement; The Services and Support Programs Data; and the policies contained within the program summary documents - available in the different areas mentioned; the Learning Assistance Center, the Career Development Center, the Student Services Department, and different course/program syllabi.

○ This standard is being fully met. Contact the Student Services office for additional information.

BEST COPY AVAILABLE

Standard C.1.3.5. ADVISORY COMMITTEE

1. **This program has a formalized advisorey committee composed of members representing the industry and the community.**

   ○ The Learning Assistance Center utilizes an "in place" Support Services Advisory Board each semester as a valuable resource to assist our program in the areas of planning, community-needs identification, program evaluation, and activity implementation. This Board also serves as a resource for the Career Development Center, The HELP Center (Higher Education and Life Planning), and The Minority Assistance Program. The Board Membership reflects the wide range of needs and interests that our college support service programs represent - including local business representative (see Advisory Board Section within the Learning Assistance Center notebook).

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Standard C.1.3.6. Job-Placement and planning

1. **Placement data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

   ○ Most of this data can be found in the Career Development Center information packets or files - including information about our local Co-op Education and Training linkages as developed.

5. **The institution has identified staff person(s) who are responsible for job placement activities.**

   ○ Full-time professional staff members with the Learning Center all have at least earned Bachelor's degree accompanied by, job-related experience base ranging from 5-10 years. The Learning Assistance Center Coordinator has a Master's degree in Educational Administration with a 25 year experience base. Other full-time employed, non-professional staff (i.e. the Teaching and Records Tech.) each have an earned 2-yr. Associates Degree with a range of 2-5 years of direct experience.

   ○ All staff members employed by the Learning Center on either a full or part-time basis are involved in regular staff or personal development meetings on a scheduled basis each semester or year. Full-time professional and classified staff meet with the program Coordinator weekly to communicate, plan, and make decisions about student or program related matters. All part-time staff attend scheduled training meetings every 2 weeks during a regular semester (Fall and Spring) as well. Much of this training is focused upon informing our program assistants how to implement different procedures or responsibilities in the most effective manner possible (i.e. tutoring techniques, Special-Needs assistance, student assessment and monitoring, etc.). Please refer to the staff training schedule or agenda in the Staff Training section of this notebook.

5. **The advisory committee operates under written guidelines which specify functions, responsibilities, operational procedures, membership qualifications, and length of term.**

   - The charter of the Program Advisory Board speaks to these points. A copy of this document is available in the program office.

6. **The advisory committee is supplied with student placement, employment, and needs assessment information.**

   - This is done by the program director at each of the advisory committee meetings as well as through the news letter which is mailed out prior to each regular meeting.

STANDARD C.1. 3. 6. JOB PLACEMENT AND PLANNING

1. **Placement data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

   ○ Because this program has been operating only a short time there is little data placement data available. Beginning with the summer of 1995 it is planned to initiate an annual survey program to track not only initial job placement but career progress of those who graduate from the ES&T program.

2. **Student follow-up data are collected on a continuing basis, are readily available and are used in program planning and evaluation.**

   ○ At the present time there is little data available but as more students complete the program it is intended that a follow-up survey program be initiated.

3. **Employer satisfaction data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

   ○ This is being done but on an informal basis. Usually employer feed back is received by telephone. The program director contacts each employer by telephone some time after each student is hired to ascertain the degree of employer satisfaction. The fact that all of last years graduates who were employed by the Department of Energy have now been investigated for "Q clearance" is taken as prima facie evidence that their employers must be reasonably well satisfied.

4. **Projected enrollments are based on needs assessments and are used in program planning and evaluation.**

   ○ Through the Program Advisory Board, the faculty attempts to keep abreast of the changing needs in the environmental field. these changes will be considered in the process of planning for the future of the Environmental Science and Technology program.

5. **The institution has identified staff person(s) who are responsible for job placement activities.**

   ○ The program director works closely with those who are designated in this capacity. Due to the fact that the program director is more closely tied to the industry, it is through him that most of the job placement activity takes place.

PARALEGAL PROGRAM

STANDARD: C.1.3.1 FACILITY

1. **The facility is large enough to meet the needs of the program.**

   ○ Yes. Current utilization of rooms is sufficient, however, as the program grows there will be a proposal to provide further accommodations in the vicinity of the Criminal Justice section.

2. **The facility is kept clean and well maintained.**

   ○ Yes, the current maintenance and custodial staff maintain the facility on a daily basis.

3. **The facility is lighted and well ventilated.**

   ○ Yes, there is sufficient lighting and ventilation in the portion of the facility which is utilized by the paralegal program. Additionally, the maintenance staff adds or replaces any lighting which is necessary on a continuous basis.

4. **The facility is free of any health and safety hazards (as per SDE safety check list)**

   ○ Yes. See all necessary documentation in the business managers office.

5. **Equipment is the "state of art."**

   ○ Yes, with the exception of closed circuit TV which is not yet available at this facility.

6. **Equipment is in sufficient quantity to meet program needs.**

   ○ Yes. As more equipment is required it is requested/ordered.

7. **Equipment is well maintained and systematically replaced as needed.**

   ○ Yes. Computer and electronic equipment is maintained by the computer technical specialists, all other equipment is maintained by the appropriate staff.

8. **Equipment is maintained on inventory lists.**

   ○ Yes.

9. **Equipment presents no safety hazards.**

   ○ Not applicable to this program.

10. **Equipment is easily accessible to students.**

    ○ Yes, upon request.

11. **The facility and equipment are reasonably accessible to the handicapped.**

    ○ Yes. This includes special handicapped accessible computer keyboards, voice activated recorders, and audio-visual equipment.

12. **Supplementary instructional equipment and student study equipment is available.**

    ○ Yes. For the Paralegal program this includes basic legal reference manuals and research guides but does not include an on-site legal reference library, however, access to the community law library is available upon request with an appointment.

13. **Ample storage space is available.**

    ○ Not applicable to this program.

14. **Washing and rest room facilities are easily accessible for both sexes and handicapped.**

    ○ Yes.

STANDARD: C.1.3.1 a EQUIPMENT

1. **Modern (state-of-the-art) equipment is utilized.**

   ○ Yes, with the exception of closed circuit television which is not yet available on this site.

2. **Equipment is available in sufficient quantity to meet the needs of the program.**

   ○ Yes. For the Paralegal program this would include computers, overhead projectors, VCR with TV, and on-line or CD ROM access material and equipment.

3. **Schedules of equipment acquisition and repair are maintained and a systematic equipment replacement policy is followed.**

   ○ Yes, each facility member is made aware of when his/her specific instructional equipment is scheduled for maintenance, upgrade and/or replacement. Other equipment necessary for instructional purposes are consistently maintained is a satisfactory working manner.

4. **An inventory of equipment is maintained at the program level and is kept current.**

   ○ Not applicable to this program.

5. **The lab or shop equipment is suitable designed and arranged to make possible effective training for all students.**

   ○ Yes. For the Paralegal program the labs in question would be the library computer stations and the general computer labs.

6. **Supplementary instructional equipment is provided and/or is readily available, i.e. demonstration stands, display cases, mock-ups, wiring boards, audiovisual equipment, etc.**

   ○ Yes. For the Paralegal program the two major pieces of supplementary instructional equipment are audiovisual equipment and computers with on-line or CD ROM features.

7. **Student study equipment is available when necessary for instruction, i.e. audio-tutorial labs, study carrels, simulated work stations, etc.**

   ○ Yes. For the Paralegal program study equipment includes a law library which is made available to the Paralegal faculty and students upon request from the legal and court community, access to certain law offices within the community upon request, and certain on-line audio-tutorial access as required.

8. Major equipment acquisition require program advisory committee review.

- ○ Currently the cluster is in the process of establishing advisory committees for the purpose of acquisition and program development review, when this is accomplished all major equipment acquisitions will be subject to committee review. In the past, all acquisitions were reviewed and authorized or rejected based on university/institutional criteria.

STANDARD: C.1.3.2 INSTRUCTIONAL MATERIALS

1. **Instructional materials are up to date, free of sexual and cultural bias and reflect the needs of the industry.**

   ○ Yes, however, like many other vocational-technical and academic fields, the legal profession including some aspects of the paralegal profession, are slow to acclimate themselves to sexual and cultural neutrality. The law seems to consistently use gender biased languaging in many of its written works, however, the faculty at this facility do stress sexual and cultural equality and neutrality in their teaching.

2. **Materials and supplies are readily available to carry out instructional activities and are also readily available for students as needed.**

   ○ Yes.

3. **Good, relevant and current supportive and reference materials are available in an adequate number.**

   ○ Yes. For the Paralegal program a majority of supportive written reference material is available in the community legal library since this institution does not own a law reference library, however, for the basic needs of all Paralegal students general legal reference material is available in this institution's library.

4. **Instructional materials are up-to-date, free of sex and cultural bias, bilingual / bicultural if necessary, and appropriate to reading and mathematical levels.**

   ○ With respect to instructional materials being sex and cultural bias free, they are with the exception noted in 1(a) above - this page. Since the Paralegal program deals with the law, which is not written in common or lay language, certain interpretative or commentary volumes are available to the student upon request from either the community law library, participatory attorneys, this facility's library or the Paralegal advisor's personal library. Only a few bilingual interpretative or commentary texts are available and no bilingual law library exist either at this facility or in this community. Since the law is not bicultural there is no need for any instructional materials of this type.

5. **Materials are well maintained and reviewed on a regular basis.**

   ○ Yes.

6. **A variety of curriculum materials are available which would allow for instructional flexibility such as: competency based, criterion referenced and individualized, including adaptations for special needs students.**

   ○ There are nine major competency based criterion which are stipulated, either in total or in part, depending on the class structure, and provided to each student as part of the course syllabus. Additional criterion are adapted by each professor/instructor to accommodate any requirements of special needs students, such as note takers, special testing accommodations, and specially modified instructional equipment, i.e. large screen computer monitors and specialized keyboards, wheel chair accessible writing tables, etc.

7. **Special materials are available for handicapped students when required.**

   ○ Yes, as stated in #6 above (this section).

STANDARD: C.1.3.3 ORGANIZATION AND TEACHING METHODS

1. **Instruction is based on clearly defined goals and measurable objectives and evaluations of student progress.**

   ○ Yes. For the Paralegal program there exists a standardized set of institutional goals and objectives which are clearly defined in the student handbook as well as presented on brightly colored, large and clearly visible signs which are wall mounted throughout the facility. In addition, for each course, all goals and objectives, including methods and standards for evaluating student progress, are clearly written on the syllabus and discussed with the students in general at the outset of each semester. Further, within the framework of advising students in the paralegal program, goals, objectives and standards for evaluation are openly discussed so that the student is made aware of all expectation prior to entering the program.

2. **Written curricula and/or lesson plans are available which relate to the specified goals and objectives.**

   ○ Yes. For the Paralegal program, each course syllabus provides the student with generalized lesson plans and curricula which relate to the goals and objectives. Additionally, for any specific course which requires specialized competencies in order to fulfill the goals and objectives, outlines and project completion requirement are specifically elaborated, in writing, and provided to the students. Each faculty further elaborated, where necessary, on any criteria or requirement for goal completion.

3. **A variety of instructional methods are used such as: lecture, audiovisual, individualized, computerized instruction, I.T.V., discussion, demonstration, and learning by doing.**

   ○ Within the framework of the Paralegal program, all available instructional methods are use successfully by each of the faculty. For example, students in the legal research course are afforded the opportunity to utilize both on-line and CD ROM computerized search systems; litigation courses utilize the courts for demonstration purposes of actual trials, lecture and discussion are the mainstays of each of the paralegal courses; and learning by doing is strongly emphasized within the entire program. When available audiovisual aids are utilized, however, in the area of paralegal instruction there has not been an abundance of this type of material produced. At the present time, this institution does not have I.T.V. capabilities, however, it is hoped that in the near future such technology will become available and it will then be utilized to its best advantage.

4. **Instruction is made relevant to the current needs of industry.**

   ○ All areas and aspects of the legal professions experience continuous change and this institution, along with its faculty, remain continuously apprised of all industry changes, needs and requirements. On a monthly basis the CD ROM legal search system is updated as is any on-line legal information. Each semester, the paralegal faculty review updated, revised and new text material for adoption in both classroom and library holdings. Additionally, the community law library is continuously updated, as is true of any law library and our students, therefore, have access to the most recent case law, rulings, findings, and decisions. Further, as the needs of the industry change with regard to qualifications for employment of paralegals, our information boards and networks are updated.

5. **Sequence of the courses are appropriate and provide for continuity.**

   ○ For the purposed of the Paralegal program the most essential sequencing requirement is that all students complete the introductory course prior to advancing through the sequence. This provides the student with a solid foundation upon which to understand and successfully fulfill all the requirements for completion of the entire program, meeting and completing each objective and curriculum goal. The sequence of additional courses is established so that each student can complete the legal research and writing course prior to being required to write their first legal research document. At the student's option, they may chose to take the legal research and writing course concurrently with any of the other paralegal courses which require writing a legal research document. If this should be the students option they would be provided with the opportunity to utilize the legal research and writing course to prepare their document for the other course.

6. **Students perform a variety of assignments in actual and/or simulated training stations.**

   ○ Within the framework of the Paralegal program there are a number of courses which avail themselves of actual or simulated OJT type experiences. Litigation for the paralegal, legal research and writing, office management for the paralegal and the like are courses which allow for actual or simulated training sessions and stations. Moot courts are one example of a simulated training session which may or may not be performed in a setting/station similar to a courtroom. When at all possible the faculty encourage the students to avail themselves of any opportunity to participate in training situation (internships, etc.) in order to familiarize themselves with the industry prior to acquiring their certifications.

7. **Instruction is so planned that individual learners are encouraged to develop their highest skills and to advance to their maximum rates.**

   ○ The goal of each faculty is to provide the student with the most conducive environment for learning and excelling in the field of paralegal. Students are encouraged to not just meet but rather to exceed the requirements for successful course completion. In this regard, students are encouraged to do sophisticated research, participate in internships, attend court sessions, practice their presentation/litigation skills, develop interviewing and investigation techniques which are innovative and provocative. Always students are encouraged to advance to their highest potential.

8. **Disadvantaged, Handicapped and nontraditional students are identified and provisions are made available in order to maximize their success.**

   ○ At the beginning of each semester students are asked to self identify themselves, in confidence, to the individual faculty member. If a student chooses to do so each of the paralegal faculty are more than accommodating to the student in order to maximize the potential for success. However, should a student not chose to disclose a disadvantage, handicap or incapacitation, the faculty would have no ability to assist or otherwise provide for the individual student. Students with outwardly notable handicaps or disabilities are provided for both by the institution as well as by the faculty to the best of his/her ability; outwardly notable differences include, but are not limited to physical handicaps, linguistic differences, and cultural distinctions.

9. **The curricula includes units on "How to find a job," "How to keep a job," and "How to advance in a career."**

   ○ The introductory course to the paralegal profession is geared to teaching not only basic paralegal skills but more-so to advising the student in the fine are of job search, job performance, advancements, salaries within the industry, professional organizational participation, office management and performance, and the like. In addition to the emphasis on this aspects and elements of employment within the paralegal profession, the advising office for paralegal students maintains numerous files on job availability, continuing education, state and national certification examinations, career advancement aids, as well as information on many other areas of industry performance and participation.

STANDARD: C.1.3.4 ENROLLMENT CRITERIA (Student Services)

1. **Each vocational program had identified a minimum entry standard which is required of all entering students.**

○ Entry into the Paralegal program is based upon successful fulfillment of the following prerequisites, though not restricted to students who have met the prerequisites prior to enrollment:

- Reading at or above the 12.9 competency level
- Competency in English sufficient to enroll in English composition (Engl. 111)
- Competency in math sufficient to enroll in intermediate algebra (math 115)
- Completion of asset test with scores equivalent to above noted English, reading and math levels.

2. **The faculty has access to all achievement test scores which are filed in student portfolios.**

○ The Paralegal program advisor maintains a complete set of records on each paralegal student including achievement test scores, unofficial semester by semester transcripts, awards notifications, curriculum checklist, tracking information, letters of recommendation, etc. All of this information is use for the purpose of providing the student with the most comprehensive advisement, support, recognition, and recommendations. The students in the paralegal program are asked to continuously provide their advisor with the most up-to-date information in order to maintain accurate advising portfolios.

3. **The institution provides basic/developmental and/or remedial education services for those students who are in need of such services as part of its supportive education policy/procedures.**

○ In addition to the institution providing the above noted services through the learning assistance center, the paralegal faculty advise and/or suggest that all students make use of the tutors who are available in the LAC on a daily basis as well as providing students with informative study guides which are developed to aid in comprehension and understanding and assist students in obtaining any other assistance which might be required for successful completion of the courses. Other assistance noted includes, but is not limited to, audio and micro cassette recorders, note takers, specialized testing rooms, and the like.

4. **Prior to program enrollment, as a counseling policy/procedure, encouragement is given to students to explore nontraditional careers.**

   ○ Paralegal as a profession within the industry is considered a nontraditional career due to its newness, even though legal secretaries have in the past performed some of the paralegal functions while the rest of the descriptive paralegal functions were carried out by law school interns and first year law school graduates. As a nontraditional career students in the paralegal program are of both genders and span a variety of age groups/cohorts.

5. **A formal faculty advisement mechanism is in place to assist students with program and career decisions.**

   ○ As stated above, the paralegal program students are assigned to be advised by two specific faculty at this time, Howard Feldman and Don Ricker. Both of these individuals are responsible for advisement of Paralegal and Criminal Justice students. All students enrolled in these areas of academia must consult with one or the other advisor at least once per semester for pre-registration as well as being invited to make appointments for additional assistance in successfully completing their program. Both of the individuals responsible for student advising in the Paralegal area are affiliated with numerous paralegal local, state and national associations as well as similar associations aligned with the areas of Criminal Justice, Corrections, and Criminology. As such, each advisor is knowledgeable of career opportunities in the legal, paralegal, and criminal justice fields. Students are provided with the most current and up to date information to their advisors.

STANDARD: C.1.3.5 ADVISORY COMMITTEE

1. **This program has a formalized advisory committee composed of members representing the industry and the community.**

    ○ At the present time the formulation of an advisory committee is in the developmental stage. Over the course of the last 7 months, the establishment of clearly defined clusters was completed and within the framework of those clusters the developmental process was begun for establishing advisory committees which will assist in the development, enhancement, and recreations of the specific programs represented within the clusters. The Paralegal program had become a member of the Social Science Cluster due to its close affiliation with the Criminal Justice Program as well as the Pre-Law program. It is anticipated that within the next full semester the advisory committee will be established, fully operational, and a very active participant in program development within the paralegal area.

2. **The advisory committee meets on a regularly scheduled basis as determined by their program of work.**

    ○ Following establishment of the committee it will meet regularly and as necessary will hold emergency or special unscheduled meetings to meet the needs of the Paralegal program.

3. **The advisory committee helps plan, develop, evaluate, and promote the program as evidenced by the written records of meetings on file.**

    ○ It is anticipated that once established, the committee will fully participate in a manner consistent with the statement above and a comprehensive set of written records of all meetings will be kept on file either at the institutional, cluster or program level if not at all three locations.

4. **There is evidence that the instructor(s) and administration consider and take action on the committee's recommendations.**

    ○ It is anticipated that once established, the instructors as well as the administration will not only consider but further take action on the committee's recommendations. It is to the best interest of all parties, (faculty, administration and especially students) that the committee's recommendations are acted upon in a professional and responsible/timely manner. Again, written records of all recommendation and their associated actions will be kept on file for future reference.

5. **The advisory committee operates under written guidelines which specify functions, responsibilities, operational procedures, membership qualifications, and length of term.**

   ○ As with all other committees and other official and para-official functionaries, operation of the entity is founded and guided by the written guidelines which clearly specify the major functions, responsibilities, operational procedures, membership qualification and length of term as well an any other reasonable and necessary parameters for the success of both the committee and the program.

6. **The advisory committee is supplied with student placement, employment, and needs assessment information.**

   ○ When necessary and appropriate the committee will be privy to all appropriate information, however, the program coordinators, advisors along with the institutional administrators will insure that no confidential information is disseminated without student release of information forms and only when such information is vital to the functioning and operation of the advisory committee.

STANDARD: C.1.3.6 JOB PLACEMENT AND PLANNING

1. **Placement data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

   - ○ Over the course of the past 5 months, long term program assessment frameworks have been developed specifically for the collection of the specific types of data referred to herein. There are plans to collect and assimilate data on a course by course, semester by semester and year by year basis which will be used in continuing program planning and evaluation. This is being accomplished at the program level, however, at the institutional level, there has been a continuing data collection system in place and that information is now being utilized for program planning, development and evaluation.

2. **Student follow-up data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

   - ○ Over the course of the past 5 months, long term program assessment frameworks have been developed specifically for the collection of the specific types of data referred to herein. There are plans to collect and assimilate data on a course by course, semester by semester and year by year basis which will be used in continuing program planning and evaluation. This is being accomplished at the program level, however, at the institutional level, there has been a continuing data collection system in place and that information is now being utilized for program planning, development and evaluation.

   - ○ Additionally, all student follow-up data are in the process of being collected on a yearly basis in order to assess program development at the second year post graduation and the fifth year post graduation. The finalization of plans and procedures for implementation of student follow-up data on the program level will be completed within the next few months and a first student questionnaire will then be printed, distributed and the returning data will be input into the paralegal student follow-up data file for future analysis.

3. **Employer satisfaction data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

   - ○ Though plans have been made for the development of employer satisfaction data collection on the program level, as of this time the development and implementation of such data collection has not been accomplished. Once developed and collected, this data will be utilized in a similar fashion to all other data referred to within this standard.

4. **Projected enrollments are based on needs assessments and are used in program planning and evaluation.**

○ Currently, the projected enrollment are based on class enrollments over the previous two to three years in addition to some basic information retrieved off of the most recent student needs assessments. However, there have been no local industry needs assessments developed or data collected which could be used to project future potential enrollments. There are plans being developed to collect some of this important data from the local community along with the above noted employer satisfaction questionnaire, which will then be utilized for program planning, development, evaluation and enrollment projections.

5. **The institution has identified staff person(s) who are responsible for job placement activities.**

○ Some of the activities which would be associated with the tasks of a job placement coordinator are accomplished and/or overseen by the Office of Career Development and Sigi Walker currently, however, since that office and Ms. Walker are not experts in the field of Paralegal, the two academic advisors perform many of the aforementioned duties. In the process of developing the cluster/program advisory committees and the guidelines for such entities career development and job placement are considered to be integral definable duties. In the future it is hoped that a full time institutional job placement staff personnel will be responsible for the majority of these duties.

NURSING PROGRAM

STANDARD: C.1.3.1 FACILITY

1. **The facility is large enough to meet the needs of the program.**

   - The director of nursing, nursing faculty, and the program secretary have private and separate offices. The offices of the director of the program, secretary, part-time faculty, and one full-time faculty member are located within the section of the building which houses the department. Other nursing faculty offices are located in the main halls adjacent to the department. These offices are all well-lighted and are supplied with the usual office furniture, including file cabinets and telephone. The Director of Nursing and each faculty member have a computer in their office. The computers house appropriate software and all but two are equipped with a printer. The secretary's office also contains a computer and printer, a typewriter, and locking file cabinets for security of student records. Other student and faculty records are contained in locking file cabinets housed within the large "storage/conference" room which also serves as a faculty conference and break room. This area also houses faculty-owned and archived books, faculty mailboxes, the copy machine, and a small coffee area.

   - More than adequate classroom space is available for nursing courses on a routine basis and other classrooms can be requested as needed. Each is well-lighted and equipped with chalk boards, screens, and an instructor desk and/or podium. Faculty have access to any additional equipment that may be needed to enhance lecture presentation such as overhead projectors, VCRs, VCR Projector, or slide projector. These can be requested from the Library for one day usage or for the entire semester.

   - The campus laboratory consists of two rooms. One large (40x36) room is a divided area with a four-bed patient-care section divided from an open area which can be adapted according to need. This classroom is utilized primarily by freshman students. Students are divided into clinical lab groups which meet on different days therefore allowing each student maximum space to complete clinical assignments.

   - The other lab area is connected to the large room by a double door which allows easy transport of equipment from one room to another. This lab area (29' 20" x 19' 10") has two patient-care areas which are focused on the skills needed by sophomore students. These students are also divided into separate clinical lab groups which also provides them plenty of space. The four computers that support the interactive video programs are housed in this lab.

2. **The facility is kept clean and well maintained.**

    - Nursing faculty are responsible for lab maintenance. The college custodial staff does empty trash on a routine basis. Students also assist the faculty with straightening up the lab; and at the end of each campus lab, they help with the disposal of used lab materials. A contracted waste company disposes of contaminated waste materials *(e.g. needles, IV tubing, blood contaminated dressings)*.

3. **The facility is lighted and well ventilated.**

    - Within the simulated patient care area, additional lighting is employed. These include over bed lights, as well as, gooseneck lights which can be drawn over the field of work. The remainder of the lab areas are well-lighted and ventilated.

4. **The facility is free of any health and safety hazards.**

    - Students are encouraged to follow universal precautions throughout all lab experiences. The theory pertaining to Medical asepsis is presented early in their freshman experience. For any possible blood or body fluid contact experiences, they wear gloves which are provided by the college. All contaminated waste is placed either in "Sharp's containers" or "red bags"; and as mentioned previously, these are then disposed of by the waste contractor.

5. **The facility is easily accessible to the handicapped.**

    - A wheelchair ramp provides entrance access to the doors immediately preceding the campus lab. The entrance doors have been equipped with automatic openers. Throughout the lab experience, the regular lab doors are left open. The doors are large enough for wheelchair passage. For access to other classrooms, a centrally located elevator is available.

6. **Ample storage space is available.**

    - Within the campus lab, multiple cabinet space is available for storage of equipment. This includes the ability to store large mannequin cases, if necessary. Sensitive material such as needles and syringes are kept under lock and key. Storage space is also available through a locker system for student needs.

    - Instructional supplies can be stored in the conference room adjacent to the lab. This area is spacious and permits travel between the labs and the nursing offices.

7. **Washing and restroom facilities are easily accessible for both sexes and handicapped.**

    - Handwashing facilities are located in the lab itself. Just across the hall are bathrooms for male and female students which are wheelchair accessible and have wheelchair accessible sinks.

STANDARD: C.1.3.1.a EQUIPMENT

1. **Modern (state of the art) equipment is utilized.**

    - The program has a variety of training mannequins and patient simulators. In addition, the lab has the capacity to do single-lead EKG monitoring, electronic fetal monitoring, Doppler assessments, IV skills, traction, blood sugar monitoring, and other complex skills instruction. New equipment purchases include the "Empathy Belly", Leopold Maneuver mannequin, a teaching model which simulates labor and delivery and a new child mannequin.

    - Each fall the lab is stocked with new supplies for the upcoming year. These supplies must be current because they are utilized in actual patient care situations. For example, students actually practice injections and IV insertion on each other. This currency of equipment also applies to any fluids, tubing, catheters, etc. In addition, the equipment is reflective of that used in the local acute care facility. This allows students easier transfer of knowledge from the campus lab to the clinical setting.

    - The lab is available for student use, outside of normal classroom activities, at any time during regular office hours. If necessary, special arrangements can be made to have the lab open at other times.

    - In the Fall of 1992, funding for the purchase of two complete video stations with accompanying software was received from a Helene Fuld Grant. In the Fall of 1993, NMSU-C purchased two additional complete interactive video stations and additional software for student use. There are nine interactive video programs available for student use: Mobility, Labor and Delivery, Care of the Cyanotic Baby, Intravenous Therapy, Therapeutic Communication, Care of the Elderly Patient with Cardiovascular Disease, Care of the Elderly Patient with COPD, Vital Signs, and Medication Administration. The hardware and software for these programs are housed in the nursing labs to facilitate easy access for students and for equipment security.

    - Videotape programs for nursing are kept and made available in the NMSU-C library and the Learning Assistance Center on campus. The faculty may check out various titles and students have easy access to the programs through the use of the audiovisual viewing center. A list of videos and their location will be available on site for the evaluators.

2. **Equipment is available in sufficient quantity to meet the needs of the program.**

    - The administration has been more than generous in the provision of equipment and supplies for the nursing program. In addition to a "clinical lab kit" which the students purchase prior to each academic year, each student has enough supplies to practice on the mannequins and on each other prior to any skills testing. Equipment is provided to the student for testing. The nursing budget allots $10,000 to the maintenance of campus lab supplies.

    - In addition to a computer, the secretary and each nursing faculty member have a phone and book shelves in their offices. They each have locking file cabinets for storage. Any other instructional supplies can be obtained from the bookstore and are included as a portion of the nursing budget.

3. **Schedules of equipment acquisition and repair are maintained and a systematic equipment replacement policy is followed.**

    - Equipment is repaired and updated annually and as the need arises. A schedule is housed in the secretary's office for re-ordering of supplies and repair of equipment.

4. **An inventory of equipment is maintained at the program level and is kept current.**

    - The program utilizes the inventory control and listing of the facility. An inventory of equipment and supplies is performed annually by the office of the Assistant for Business. The program does maintain a list of equipment purchased by year and stores its own equipment handbooks (See Appendix One).

5. **The lab or shop equipment is suitably designed and arranged to make possible effective training for all students.**

    - The nursing lab has a large open area for tables or chairs or group demonstrations. Two adjacent areas simulate actual patient care rooms or units. The lab is equipped with modern patient care equipment to provide for the most realistic learning situations as are possible.

6. **Supplementary instructional equipment is provided and/or is readily available, i.e. demonstration stands, display cases, mock-ups, wiring boards, audiovisual equipment, etc.**

    - The program provides the students a variety of supplementary equipment to assist with their learning needs. Perhaps the most exciting new form of instructional equipment is the interactive video stations. Combined with the software and the touch-screen monitor, the student is actually placed within a live patient care situation. In addition, over 50 VCR tapes augment classroom presentation.

7. **Student study equipment is available when necessary for instruction, i.e. audio-tutorial labs, study carrels, simulated work stations, etc.**

    - The campus lab is open to students throughout the day. The only exception is if lab is presently being held. Students have access to all equipment necessary. They also have the freedom to utilize that lab for study groups or individual study areas.

8. **Major equipment acquisitions require program advisory committee review.**

    - Major equipment acquisitions do not require program advisory committee review. Requests are reviewed by the nursing faculty, the nursing program director, the Assistant Provost for Business and the Associate Provost for Instruction.

STANDARD: C.1.3.2 INSTRUCTIONAL MATERIALS

1. **Instructional materials reflect the current needs of the industry.**

    - The syllabi for each nursing course is revised prior to the semester for which it is utilized. Within that revision is included an update in the bibliography to reflect as most recent sources as is possible. The interactive video and other multi-media are all reflective of the current industry, especially in the areas of acute care. VCR programs are also reviewed annually for their currency.

    - Each year during the month of May, the library staff automatically identifies the collection of nursing books which have become outdated that year (older than five years) and marks those books as "archival". This procedure allows for rapid identification of the more current books.

2. **Materials and supplies are readily available to carry out instructional activities.**

    - All materials and supplies to support student learning in the clinical setting is available in the campus lab. In addition, students have the advantage of practicing with the exact same equipment which they will encounter in the acute care facility.

    - Other instructional supplies such as overheads, VCR's, tape recorders, etc. are located in the library and are available through a simple request. Several of these are permanently stationed in various classrooms or storage areas throughout the campus to assist instructors in their courses.

3. **Relevant and current supportive and reference materials are available in an adequate number.**

    - The Library at the Campus contains approximately 22,000 books and 200 subscriptions as well as 500 videotapes and other assorted media formats. Nursing and nursing related books and videos comprise approximately 20% of this total. Since the Fall of 1990, the Library has expended an average of $2,500 per year for nursing book acquisitions. In fiscal year '93, 181 nursing related additional volumes and 8 videotapes were purchased. Periodicals number 192, 52 of which are nursing or nursing related journals (See Appendix Two). Reserve copies of readings required by the nursing curriculum are maintained for student use within the Library.

    - Along with the housing of nursing related educational material, the Library provides other unique services specific to the nursing program. For example, each semester the library staff is provided with course syllabi which they use to place selected magazines on reserve and by which they are better able to assist students in locating the listed suggested readings, videotapes and reserve books in a timely manner.

- In addition to the Library holdings, there are a variety of nursing textbooks housed within the nursing department and faculty offices which are available for student use. Students check these out from the individual instructor or the department secretary.

4. **Instructional materials are up-to-date, free of sex and cultural bias, bilingual/bicultural if necessary, and appropriate to reading and mathematical levels.**

   - Articles identified for bibliographical reference are updated each academic year. Due to the fact that many nursing texts read at the thirteenth or fourteenth grade level, prior to entry into the nursing program, students must demonstrate reading proficiency at the twelfth grade level or better. This level was established in an effort to enhance student success within the curriculum.

   - The study of culture and its impact on the response of patients who are ill, is an integral part of the nursing curriculum. Every attempt is made in both the classroom and in instructional materials to increase the students awareness of culturally sensitive concepts. Some bilingual texts are available and the Learning Assistance Center provides some bilingual tutoring. Similar requirements are held for mathematics as well.

5. **Materials are well-maintained and reviewed on a regular basis.**

   - The Library assisted the nursing faculty in the identification and/or removal of "archival" texts and reference books. Textbooks are updated every other year or as new editions become available.

6. **A variety of curriculum materials are available which would allow for instructional flexibility such as: competency based, criterion referenced and individualized.**

   - Faculty have many instructional methodologies available for classroom and clinical use. A variety is also offered to the student. For example, for the skill of vital signs, the student has access to each of the following modes of learning: classroom lecture, video tape, interactive video, "live" demonstration, step-by-step pictorial guide and general printed material. The student is also provided with one-on-one practice with an instructor if they so desire.

7. **Special materials are available for handicapped students when required.**

   - Some special equipment is available for the handicapped student if necessary. Examples of these include enhanced sound stethoscopes and enlarged computer monitors. Readers are also available.

STANDARD: C.1.3.3 ORGANIZATION AND TEACHING METHODS

1. **Instruction is based on clearly defined goals and measurable objectives and evaluations of student progress.**

   ○ In each nursing course the student is provided with a syllabus which contains the objectives of the course as well as the learning activities which will be included to accomplish those objectives. Methods by which the student will be evaluated are also included. Objectives for clinical learning experiences are also well defined. These are contained in the syllabus for each clinical course. The clinical evaluation tool is also included in the syllabi.

2. **Written curricula and/or lesson plans are available which relate to the specified goals and objectives.**

   ○ The course syllabi contain specific learning objectives, by unit, which respond to the lecture or topic presentation of the day. Specific bibliographical listings inform the student of the location of the answers to those objectives.

3. **A variety of instructional methods are used such as: lecture, audiovisual, individualized, computerized instruction, I.T.V. discussion, demonstrations, and learning by doing.**

   ○ The nursing faculty utilize multiple teaching styles. Within clinical laboratory courses many hands on experiences are utilized. Skills are often performed on "each other" before they are performed in the actual clinical setting. In addition, instructors demonstrate each skill the student is expected to perform, often more than once. Return demonstration is also utilized with one-on-one testing of certain skills. Audiovisuals are also utilized in the clinical courses.

   ○ In the academic courses and in addition to lecture, faculty utilize role playing, group discussion, acting and a variety of other strategies.

4. **Instruction is made relevant to the current needs of industry.**

   ○ Syllabi are updated each academic year. Bibliographical references within each unit utilize articles from the most recent nursing and medical journals. Textbooks are also updated each academic year.

   ○ The equipment in the campus lab is state-of-the-art and mirrors as closely as possible equipment used by the local hospital. In addition, the program utilizes glucometers from the hospital which are currently in use on the floor.

   ○ The software purchased as an adjunct to the interactive video equipment is the newest in multi-media computer assisted instruction. The patient scenario software is also reflective of the newest medical and surgical patient care situations.

- Students receive instruction in the care of central lines and peripherally inserted central catheters. This parenteral approach to the provision of fluids is also reflective of the current industry.

5. **Sequence of the courses are appropriate and provide for continuity.**

- Placement of general education courses within the structure of the nursing program is guided by the philosophy and contributes to both graduate and program outcomes. One of the overall graduate outcomes for the nursing program is the ability of the graduate to relate their wide base of nursing knowledge and the biological, psychological, sociological, and developmental sciences to nursing care. The general education requirements provide the foundation for the development of a relationship between these concepts.

- Due to consistent input from both students and graduates the faculty made a change in its program pre-requisite requirement from ENGL 111G, Freshmen Composition I, to BIOL 154, Anatomy. This allowed students to complete the second half of their major science course, BIOL 254 and 254L, Physiology, prior to the beginning of their second semester of nursing. In addition, this change provided the student a firmer foundation for the many anatomically based concepts presented in the first semester.

- Introduction to Psychology (PSY 201G) is completed prior to or concurrent with the students enrolling in Human Growth and Development Throughout the Life Span (NURS 108). This facilitates understanding of psychology in human growth and development. In addition, NURS 108 must be taken before or concurrently with Health Deviations and Maternal/Child Nursing (NURS 157 and 157L). This facilitates added understanding of the developmental requisites presented in this maternal/child nursing course. These courses also partially fulfill the graduate outcomes of 'problem solving', 'an awareness of diverse cultures' and 'effective and responsible interaction in society'.

- The completion of ENGL 111G prior to entry to the second year provides the student with a firm foundation for writing the entire nursing process and process recordings required in the second year of the program. The ability of the nursing student to write the nursing process according to a defined criteria is a nursing program outcome and partially fulfills the graduate outcome of 'effective communication'.

- Most of the students complete BIOL 221 and 221L (Microbiology) in the summer between their first and second year. In addition to assisting the student in meeting the graduate outcome of 'an awareness of the sciences', taking the course in the summer also allows them more freedom of choice in the first semester of their second year. The remaining two courses of an English elective and an individual elective round out the students curriculum while allowing them to seek courses of particular interest to them. It also lays a foundation for life-long learning which is another of the program's outcomes.

- The paragraphs that follow clearly describe the themes of the program of learning, its relationship to the philosophy and the methodology used to develop each nursing course.

- Man as the Self-Care Agent with Self-Care Requisites

  Embracing the theoretical framework of Dorothea Orem, man is identified as a holistic individual who is expected to be responsible for himself and for the well-being of his dependents. This responsibility is manifested by the individual's ability to maintain self-care and/or to be responsible for promoting the self-care of others. As the self-care agent, man has specific requisites which must be met in order to maintain health. These include: universal, developmental and health deviation self-care requisites.

- Universal self-care requisites describe basic needs such as: air, food, water, elimination and rest which are common to all human beings. When effectively provided, these requisites maintain health and promote well-being.

- Developmental requisites represent the physical, cognitive and psychomotor skills necessary to progress through the developmental stages of the life-span or those skills necessary for prevention of the negative effects of health deviation requisites on human development.

- Health deviation requisites exist for persons who are ill, injured, handicapped or otherwise deprived, and are under medical treatment. They bring about feelings of being sick. These changes focus a person's attention on themselves or on their dependents. They are not able to function "normally" and thus, experience an alteration in health. The individual's response to the alteration determines the choice of what action should be taken to restore normalcy.

- Health/Illness

  Self-care is a requirement of every person. Universal and developmental self-care requisites contain those practices necessary to maintain and promote health, maintain and promote growth and development and to prevent specific diseases. Health deviation requisites contain practices necessary to seek and secure medical assistance, carry out measures directed to prevention and treatment of pathology or to learn to live with the effects of the pathologic condition. An inability to meet these self-care requisites produces a self-care deficit. The deficit results in a change in health status. Thus, health/illness represents a continuum manifested on one end by the individual's ability to perform all self-care requisites and on the other end by the individual's inability to meet any self-care requisites.

○ Nursing Systems/Nursing Process/Patient Care Management

Most social groups accept that persons who are helpless, sick, handicapped, or otherwise deprived, should be assisted in their immediate distress. Nursing, as a helping profession, supplies this assistance. Nursing has as its special concern the individual's need for self-care action. The nurse's major function involves identifying, initiating, and maintaining a set of actions which either compensate for the patient's inability to meet self-care needs, assist him in meeting these needs or to provide the physical or psychological support necessary in meeting these needs. These actions involve the nurse functioning in one of three nursing systems, wholly compensatory, partially compensatory and supportive-educative.

In the wholly compensatory system, nursing assistance is designed for situations in which the patient has no active role in the provision of self-care. (No self-care agency). The locus of decision making and provision of care is with the nurse. In the partially compensatory nursing system, self-care agency resides in both the nurse and the patient, and locus of decision making and provision of care is a combined effort. The supportive-education system is applied to the patient who has the capacity to perform, or to learn to perform self-care, but cannot do so without some assistance. The locus of decision making or provision of care is the responsibility of the patient.

Incorporated into each of these systems are the skills neces-sary for assessing, analyzing, planning, implementing and evalua-ting nursing care. These skills include technical, intellectual and interpersonal competencies. Technical competencies involve the basic nursing skills; intellectual competencies involve the know-ledge necessary to implement these skills; and interpersonal competencies involve the ability to establish therapeutic relationships.

Through the use of the nursing process as a problem-solving guide, the nurse can identify the self-care deficits the patient is experiencing; where responsibility for self-care or the provision of care resides and thus the appropriate nursing system to be employed. By applying knowledge derived from the biological sciences, as well as nursing knowledge, the nurse is then able to formulate a nursing diagnosis. A plan of care can then be created which includes identification of patient goals and the planning and implementing of nursing actions necessary to meet or assist the patient to meet self-care needs. The effectiveness of nursing interventions can be evaluated through assessing the patient's ability to accomplish the goals.

Throughout the curriculum, the nursing process is utilized as a guideline for presentation of unit material. One teaching strategy utilized by the faculty is the use of "verbal process" as a part of classroom discussion to assist students in application of theoretical material to the clinical setting. During pre- and post-conferences, the process is a guide for discussion of specific patient situations.

Recognizing the importance of facilitating the student's ability to set priorities in caring for multiple patients, the faculty have identified patient care management as a curriculum theme. The curriculum focus in the clinical setting is on the process of managing the nursing care of man with universal self-care requisites; man with developmental self-care requisites and man experiencing health deviations that are well defined.

Student learning outcomes are leveled throughout each course which reflect progression of management skills from the care of a single, basic care patient to a group of patients with well-defined health deviations.

The program concludes with a preceptorship program in which students are introduced to the interpersonal relation skills of communicating with other members of the health care team, e.g. physicians, laboratory and x-ray personnel, etc. Conflict resolution, decision making skills, management of patient care, and the legal and ethical issues of nursing practice are also included.

○ Interpersonal Relations

Interpersonal competencies, according to Orem, are one of the suggested desirable nurse characteristics. These competencies involve knowledge of factors that facilitate or impede interpersonal functioning. They are utilized in resolving human problems that interfere with relationships with others or produce emotional pain or suffering. They are also utilized to actively participate in relationships with patients and their significant others. Lastly, they involve the use of therapeutic communication skills which can be adjusted to infants, children, or adults, including those who are ill, disabled, or debilitated.

Implementation of the program of learning is manifested in selection and organization of course content through the following avenues. Basic Nursing Theory provides an introduction to Orem's Self-Care Theory. The holistic concept of man as a self-care agent with rights and responsibilities for his own health care is presented. The three types of self-care requisites are also included. Health is defined as an individual's ability to perform self-care. This represents the concept of "normalcy". Course content is built upon the universal self-care requisites. Units of study include urinary and intestinal elimination, fluid balance, rest and sleep, exercise and activity, etc. The nursing process is introduced as a framework for critical thinking and problem solving and as an organization tool for the provision of care with emphasis on the initial three components of the process. The developmental self-care requisites for each phase of the life cycle, as well as the beginning skills of interpersonal relationships, are also introduced. Aspects of the ethical and legal implications for nursing practice are also included.

The focus of the second semester is on the developmental requisites and related health deviations. The role of man as self-care agent now includes responsibility for the health care of others. Emphasis moves to the implementation phase of the nursing process. Ethical and legal aspects of nursing practice as they relate to the care of families is also presented.

The focus of the third and fourth semesters is on health deviations that occur due to the inability of the patient to meet self-care requisites. During the third semester, simple health deviations, including psychosocial deviations, are presented.

- Emphasis moves to the evaluation phase of the nursing process and the "therapeutic" skills of interpersonal relationships.
- The fourth semester concentrates on the more complex health deviations that affect multi-systems. Emphasis is placed on the use of the entire nursing process. Students utilize all of their technical skills and provide care to patients with multiple system deficits and increased acuity needs.
- The program concludes with a preceptorship role in which the students demonstrate knowledge and skills learned in each of the six themes. The student experiences the role of the staff nurse under the guidance and direction of their preceptor and nursing instructor.
- Student learning outcomes are written to reflect flow of nursing knowledge from the simple to the complex, from health to illness, and throughout the life span. Clinical evaluation tools reflect the same.

6. **Students perform a variety of assignments in actual and/or simulated training stations.**

   - Prior to the performance of any technical skill in the actual clinical setting, each student has performed the skill in a simulated setting on a mannequin and subsequently on another student. They have many opportunities to practice the skill in the campus setting. They utilize the same equipment they will be utilizing in the actual setting.
   - In the setting itself, students provide actual care to patients experiencing a wide variety of health deviations. They work in settings as varied as home health, out-patient clinics, and the emergency department.

7. **Instruction is so planned that individual learners are encouraged to develop their highest skills and to advance at their maximum rates.**

   - The nursing curriculum is designed to move from the simple to the complex. This enables the student to learn basic skills before attempting more complex ones. For example, the student is presented information relative to normalcy in the first semester. In the second semester they study somewhat more complex material such as maternal child care. Their last year is devoted to the complex skills of medical surgical nursing.
   - The program utilizes several different instructional techniques. Videos and computer instruction is available on most topics. Laboratory equipment and supplies are available almost every hour throughout the day. This variety enables the student an opportunity to review material as often as they desire.

8. **Disadvantaged, Handicapped, and nontraditional students are identified and provisions are made available in order to maximum their successes.**

   ○ Disadvantaged, handicapped and nontraditional students are identified through the college wide process for identification of special need students. The Learning Assistance Center provides additional methods for specialized instruction.

9. **The curricula includes units on "How to find a job", "How to keep a job", and "How to advance in a career".**

   ○ The capstone nursing course NURS 262 presents students with the information necessary to enter the work force. It contains discussion about conflict management, working with individuals with less educational experience and the transition from student to worker. It also includes information on interviewing and resume writing.

STANDARD: C.1.3.4 ENROLLMENT CRITERIA (STUDENT SERVICES)

1. **Each vocational program has identified a minimum entry standard which is required of all entering students.**

   ○ Nursing students at New Mexico State University at Carlsbad are admitted according to the same policies and procedures as any other student attending the college. These policies and procedures are outlined in the college handbook. Additional requirements for admission to the program of nursing include completion of any developmental work as identified by the ASSET tests, an ACT composite of 18 or better, BIOL 154 (Anatomy) and high school chemistry or its equivalent.

   ○ Information referencing the specific admission requirements to the nursing program is contained in the general college catalog. Interested students are requested to contact the nursing program to obtain this information. Once a student contacts the nursing program, the student is provided with the Nursing Program Handbook containing detailed information regarding the admission criteria for the program. The handbook is also mailed to any student requesting information via phone or mail.

   ○ The Handbook contains the following:

   - Admission requirements specific to the nursing program
   - Deadline for the submission of the application
   - The application itself
   - Requirements for admission of nursing students seeking advanced standing, readmission, or transfer of nursing credit
   - The curriculum plan
   - Estimated expenses

   ○ The Handbook also includes statements regarding legal limitations for licensure and licensure limitations for other states.

   ○ At the beginning of each academic year, copies of the Nursing Student Handbook are distributed to each nursing student. This Handbook provides information about the program's philosophy, purposes, and objectives. It also includes general policies for the following:

   - Faculty and Staff
   - General Student Responsibilities
   - University Policies
   - Parking
   - Withdrawals and dismissals
   - Library and LAC
   - Carlsbad Student Nurse's Association
   - Bulletin boards
   - Locker space

- Channels of communication
- Advisory system
- Attendance policy (Class and Clinical)
- HIV policy
- Experiences off campus
- Requirements for continuation in the nursing program.
- Assignments
- Policy for appealing grades or other grievances
- The nursing student uniform and supplies
- Dress code requirements
- Academic dishonesty
- Reasons for dismissal of the nursing student
- Confidentiality policy
- Any specific requirements of affiliating clinical facilities
- Readmission policies
- Graduation
- Transcript of credits

○ Class time is taken to review the entire handbook, after which each student is tested over the contents of the handbook and is required to sign a statement agreeing to protect patient confidentiality and acknowledging that the policies were reviewed.

2. **The faculty has access to all achievement test scores which are filed in student portfolios.**

○ Nursing student files are kept under lock and key in the nursing office. Copies of placement scores, high school transcripts and ACT scores are filed here. Nursing faculty have access to the files at any time. Any other academic information is located in student files in the offices of student services. Faculty also have access to these at any time.

3. **The institution provides basic/developmental and/or remedial education services for those students who are in need of such services.**

○ A portion of the pre-requisites for admission to the nursing program includes the successful completion of the developmental requirements for math, English and reading. If a student scores below the accepted range, they are enrolled in the appropriate developmental course. The majority of nursing students are in need of at least one developmental course in math. The nursing faculty support the philosophy of the college as a whole that in order for students to be successful in college-level work, they must first have a good foundation in the basics. Such developmental testing and resultant course work is a portion of ongoing plan for assessment of student academic achievement.

- A class entitled UNIV 101 "Tutorial for Nurses" was designed specifically to assist students in being successful in the first nursing course NURS 156 "Basic Nursing Care Theory". This course was so successful that a subsequent course was designed to be offered concurrently with the second semester nursing course NURS 157 "Maternal Child Health Deviations".

- The Learning Assistance Center provides tutoring specific to the needs of nursing students. Such services are provided to the student at no cost and are available at all hours throughout the day. The nursing faculty utilize the "academic alert" system for students struggling in the nursing courses.

4. **Prior to program enrollment encouragement is given to all students to explore nontraditional careers.**

    - As a portion of the advising system, students are apprised of the many programs available at the college. Most of the students who seek enrollment in the nursing program have completed at least one semester of regular college work. Of the present thirty-three freshman nursing students, 8 are males. In the sophomore class of thirty-three, 5 are males.

5. **A formal faculty advisement mechanism is in place to assist students with program and career decisions.**

    - This past academic year, a college-wide faculty advisement structure was organized and initiated. Nursing faculty advise both pre-nursing and nursing students, as well as, individuals interested in other allied health careers. Specific advising sheets are available for each of these areas.

STANDARD: C.1.3.5 ADVISORY COMMITTEE

1. **This program has a formalized advisory committee composed of members representing the industry and the community.**

   - The Allied Health Advisory Committee membership is representative of each of the health care facilities in the area. This includes the local hospital, the school system, local physicians and pharmacists, the public health department, local clinics and members of the public. A non-nursing faculty member also serves on the committee.

2. **The advisory committee meets on a regularly scheduled basis as determined by their program of work.**

   - The allied health advisory committee meets each semester.

3. **The advisory committee helps plan, develop, evaluate, and promote the program as evidenced by the written records of meetings on file.**

   - The nursing program values the input of the advisory committee in regard to all aspects of the curriculum. The committee provides input on the stability of the job market, on the quality of graduates and feedback as to changes they feel necessary in the curriculum. They were very helpful in the identification of the "caring behaviors" which were implemented this past year. Documentation of input (in the form of committee meeting minutes) provided by the committee will be available for visitors on site.

4. **There is evidence that the instructor(s) and administration consider and take action on the committee's recommendations.**

   - Nursing faculty meeting minutes provide evidence of the impact of the recommendations from the advisory committee. Trends in enrollment, pre-requisites and course sequencing have all been addressed in response to the committees suggestions.

5. **The advisory committee operates under written guidelines which specify functions, responsibilities, operational procedures membership qualifications, and length of term.**

   - The advisory committee's membership structure, goals and purposes and tenure terms can be found in Appendix Three.

6. **The advisory committee is supplied with student placement, employment and needs assessment information.**

   - The advisory committee is supplied with information concerning enrollment, employment, licensure results and the results of graduate and employment questionnaires.

STANDARD: C.1.3.6 JOB PLACEMENT AND PLANNING

1. **Placement data are collected on a continuing basis, are readily available, and are used in program planing and evaluation.**

    - Placement data is available on each freshman class. It includes demographic data, application and admission numbers and a breakdown of ACT scores.

2. **Student follow-up data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

    - During the past academic year, the college adopted a plan for the assessment of student academic achievement. The plan is multi-faceted and will be available on site for evaluators.

3. **Employer satisfaction data are collected on a continuing basis are readily available and are used in program planning and evaluation.**

    - Each year the various agencies which employ the nursing graduates are sent employer evaluation questionnaires regarding graduate performance. This year in preparation for the National League for Nursing visit, information gained from the surveys were utilized as one of the outcome measures indicative of program success. It was anticipated that graduates would perform at a level of 3 or greater. The results indicated that the outcome was met.

    - Changes have been made in the curriculum based upon input from employers. The greatest change occurred in the fall of 1992 when med/surg was moved to encompass the entire sophomore year of the program.

4. **Projected enrollments are based on needs assessment and are used in program planning and evaluation.**

    - Nursing faculty meeting minutes provide evidence of the impact of the recommendations from the advisory committee. Trends in enrollment, pre-requisites and course sequencing have all been addressed in response to the committees suggestions.

5. **The institution has identified staff person(s) who are responsible for job placement activities.**

    - The institution has a designated placement office which assists students with jób placement. Although the nursing program has not been actively involved in job placement, it does assist with letters of recommendation and in keeping students informed of job announcements.

SECRETARIAL ADMINISTRATION PROGRAM

STANDARD: C.1.3.1 FACILITY

1. **The facility is large enough to meet the needs of the program**

   - The program is based in Room 211A with the surrounding classrooms being utilized. The area is sufficient for the program at the present time.

2. **The facility is kept clean and well maintained.**

   - The area is kept clean and well maintained. The carpet is shampooed when necessary. Grace Escobedo, Teaching Tech, and the work study student keep the typewriters and computers clean.

3. **The facility is lighted and well ventilated.**

   - The lighting is recessed. The area is relatively well ventilated.

4. **The facility is free of any health and safety hazard (as per SDE safety check list).**

   - It is free of any health or safety hazards. See the Safety Report in the business office.

5. **The facility is easily accessible to handicapped.**

   - The facility is easily accessible for wheelchairs. The tables are adjustable to accommodate the handicapped.

6. **Ample storage space is available.**

   - There are ample storage cabinets in each classroom. Room 210 has a fairly large storage closet. The department office has ample storage. Instructor offices also have ample built-in storage.

7. **Washing and rest room facilities are easily accessible for both sexes and handicapped.**

   - Rest rooms are located in the West hallway by the department. They are easily accessible for handicapped.

STANDARD: C.1.3.1 a EQUIPMENT

1. **Modern (state of the art) equipment is utilized**

   - The equipment is fairly adequate. The computers are approximately two years old. A request has been submitted for upgrading the memory and installation of hard drives to accommodate new software programs being offered in the summer and fall semesters of 1995. Once the upgrading is completed, the equipment should be "state of the art."

   - Electronic typewriters are utilized in the typing program. The typewriters were purchased in 1987. Projections for replacement with computers for the typing/keyboarding program is projected when the new computer tech building is opened in the fall of 1996.

2. **Equipment is available in sufficient quantity to meet the needs of the program.**

   - There are 24 computers in each computer room. This is a sufficient number. There are 30 typewriters. This is also sufficient. The number of calculators and transcription machines are sufficient to accommodate the enrollment.

   - The equipment presently meets the needs of the program. When the new software programs are introduced, the equipment will not be adequate unless it has been upgraded.

3. **Schedules of equipment acquisition and repair are maintained and a systematic equipment replacement policy is followed.**

   - The equipment is maintained by the computer science technicians. We currently have an upgrading/replacement schedule in place. A copy is included with this report.

4. **An inventory of equipment is maintained at the program level and is kept current.**

   - An inventory of all equipment is kept in the business office. An inventory of the equipment in the department is also kept in the department office.

5. **The lab or shop equipment is suitably designed and arranged to make possible effective training for all students.**

   - The arrangement of the equipment in the labs allows for adequate space for students and easy access for instructors to provide assistance.

6. **Supplementary instructional equipment is provided and/or is readily available, i.e. demonstration stands, display cases, mock-ups, wiring boards, audiovisual equipment, etc.**

    - Audiovisual equipment is available through the library. Demonstration stands are available in the department.

7. **Student study equipment is available when necessary for instruction, i.e. audio-tutorial labs, study carrels, simulated work stations, etc.**

    - Student equipment is available. Audio-tutorial labs are available in the typing lab. Individual study carrels are also available. The arrangement in the typing lab was intended as simulated work stations.

8. **Major equipment acquisition require program advisory committee review.**

    - The departments have been placed in Clusters. The Advisory Council for the Communications Cluster will have input concerning equipment acquisitions.

STANDARD C.1.3.2 INSTRUCTIONAL MATERIALS

1. **Instructional materials reflect the current needs of industry.**

   - Textbooks are kept current with the newest editions being adopted when they become available. The bookstore staff helps keep us current on new editions and they get our textbooks here in a timely manner. Anytime additional materials are requested, the bookstore personnel secure them in promptly. Software updates are implemented as quickly as economically feasible. Software is purchased with the local business community being consulted. We strive to train our students in the software programs they will need when entering the local and regional work force. We welcome input concerning any courses needed to meet the needs of the business community. The Advisory Council is consulted regarding these concerns.

2. **Materials and supplies are readily available to carry out instructional activities.**

   - Supplies such as printer paper, printer ribbons, typing ribbons, corrections tape, etc., are kept in the secretarial office for easy access for students. The bookstore always gets any supplies and materials needed promptly.

3. **Relevant and current supportive and reference materials are available in an adequate number.**

   - Reference materials such as dictionaries, medical dictionaries, Zip Code directories, office manuals, etc., are kept in the secretarial office and in some of the classrooms for easy student access.

   - The library maintains a well-stocked body of reference materials which are readily available to the students and faculty. The instructors in each program are allotted an amount each year to keep current publications available for students.

4. **Instructional materials are up-to-date, free of sex and cultural bias, bilingual/bicultural if necessary, and appropriate to reading and mathematical levels.**

   - Instructional materials are kept up-to-date and free of any sex and cultural bias. They are selected on the appropriate readying levels.

5. **Materials are well maintained and reviewed on a regular basis.**

   - The department strives to keep all instructional materials well maintained. The newest editions of textbooks are always available. The newest copies of software programs are available as soon as economically feasible as well as reference materials pre-before mentioned.

6. **A variety of curriculum materials are available which would allow for instructional flexibility such as: competency based, criterion referenced and individualized.**

   - The typing program is an AVT individualized program. The word processing courses are individualized from the standpoint that the students work on the assigned exercises at their own rate.

7. **Special materials are available for handicapped students when required.**

   - When special materials have been needed the administration has been more than willing to provide materials and equipment suitable for handicapped students' needs.

STANDARD: C.1.3.3 ORGANIZATION AND TEACHING METHODS

1. **Instruction is based on clearly defined goals and measurable objectives and evaluations of student progress.**

   - ○ Syllabi for each course are on file in the associate provost's office. These syllabi include graduate outcomes that are to be met in each course along with goals and objectives for the course. Included also are course outlines and evaluation methods.

2. **Written curricula and/or lesson plans are available which relate to the specified goals and objectives.**

   - ○ A list of program goals are included in this report. Course goals and objectives are included in each syllabus. Vision statements are placed throughout the building. Also included with this report are the campus-wide graduate outcomes.

3. **A variety of instructional methods are used such as: lecture, audiovisual, individualized, computerized instruction, I.T.V., discussion, demonstration, and learning by doing.**

   - ○ Instructional methods vary somewhat with each course. The skills classes include lecture, hands-on individualized instruction. Group projects, student oral reports, field trips and guest lecturers are included in many of the courses. The word processing classes include instruction where students are led through an exercise using the commands necessary for the function being taught.

4. **Instruction is made relevant to the current needs of industry.**

   - ○ Instruction is offered in the software programs used in local and regional industry. For instance, the word processing programs offered are updated regularly to reflect the programs being used in local businesses. Workshops and weekend courses are offered to assist the local employers and employees.

5. **Sequence of the courses are appropriate and provide for continuity.**

   - ○ Courses are offered in the proper sequence. Students are scheduled in courses according to pre-requisites and co-requisites for each course. Courses are sequenced by semester.

6. **Students perform a variety of assignments in actual and/or simulated training stations.**

   - ○ Hands-on training is utilized in the word processing, machine transcription, medical transcription, and typing courses. Day and evening courses are offered to accommodate employed students. Weekend short courses are also offered in word processing to accommodate local business personnel to upgrade their skills. A substantial number of exercises must be completed in each section of each course.

7. **Instruction is so planned that individual learners are encouraged to develop their highest skills and to advance at their maximum rates.**

    - In typing, the Cortez Peters tapes are available to students to use on an individual basis to improve their skills. In word processing, eight to ten exercises are assigned for each function taught. Students work at their own pace in order to master each function. Deadlines are set for completion. Students may come in anytime the lab is open to spend additional time on task.

8. **Disadvantaged, handicapped, and nontraditional students are identified and provisions are made available in order to maximize their success.**

    - This is handled outside the department through the LAC.

9. **The curricula includes units on "How to find a job," " How to keep a job," and "How to advance in a career."**

    - The students in the secretarial department receive instruction on these topics in Office Equipment and Procedures and in the Personal Development course. The Career Development Center also provides special workshops in these areas.

STANDARD: C.1.3.4. ENROLLMENT CRITERIA

1. **Each vocational program has identified a minimum entry standard which is required of all entering students.**

    ○ All entering students are required to take placement tests prior to enrolling in the university. Also, a typing placement test is administered to all typing students with the exception of beginning students. This test enables us to place the students at the proper level of typing. The placement test policy is available in the LA.

2. **The faculty has access to all achievement test scores which are filed in student portfolios.**

    ○ Advisors are given placement test results prior to advisement sessions. This test information enables advisors to advise students in selecting the proper classes. Student records are available in the Student Services office and readily accessible to faculty.

3. **The institution provides basic/developmental and/or remedial education services for those students who are in need of such services.**

    ○ These courses are available in the developmental courses. Students are identified through the placements tests and are scheduled in these courses first.

4. **Prior to program enrollment, encouragement is given to students to explore nontraditional careers.**

    ○ The Career Center administers tests to help students determine where their career interests lie. If the student is interested in a nontraditional career, he/she is encouraged to follow that career. We have had several male students in the nursing program.

5. **A formal faculty advisement mechanism is in place to assist students with program and career decisions.**

    ○ In the past, advisement by faculty was on a voluntary basis. I always participated in order to help the students in the Secretarial Administration program select the proper classes in the proper sequence. Recently, an advisement workshop was held for all faculty members. This semester all faculty are participating in the advisement process. The Advisors Manual is available in office 2G for perusal.

STANDARD: C.1.3.5 ADVISORY COMMITTEE

1. **This program has a formalized advisory committee composed of members representing the industry and the community.**

   ○ This year we have organized into clusters. The Secretarial Administration is included in the Communications Cluster which includes Communication Arts, Business Studies, Teaching, and Developmental Studies. An advisory committee has been organized in the cluster. It is comprised of members from local industry and the community.

2. **The advisory committee meets on a regularly scheduled basis as determined by their program of work.**

   ○ Meetings will be held once each semester. Included as part of this report is a list of the advisory council members, and minutes of the meeting held this semester.

3. **The advisory committee helps plan, develop, evaluate, and promote the program as evidenced by the written records of meetings on file.**

   ○ Minutes are available as evidence.

4. **There is evidence that the instructor(s) and administration consider and take action on the committee's recommendations.**

   ○ Programs being offered are upon the advise of the advisory council.

5. **The advisory committee operates under written guidelines which specify functions, responsibilities, operational procedures, membership qualifications, and length of term.**

   ○ See the Advisory Council Handbook which in included with this report.

6. **The advisory committee is supplied with student placement, employment, and needs assessment information.**

   ○ The newly formed advisory council has not has the time to access this information.

STANDARD: C.1.3.6 JOB PLACEMENT AND PLANNING

1. **Placement data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

   ○ Placement data is kept in the Secretarial department office and is used in program evaluation.

2. **Student follow-up data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

   ○ The curriculum is evaluated on the basis of information gathered from the Advisory Council and questionnaires are distributed from the Student Services office. Effective in the Spring of 1995, the secretarial administration program in collaboration with the nursing program, created a certificate program and a two-year degree program in medical transcription. This will enable students experiencing enrollment limitations in the nursing program or difficulty completing the nursing curriculum to remain in a medical related position.

   ○ The certificate program in word processing has been revised, in response to community recommendations, in order to introduce students to the software packages primarily used in the Carlsbad area.

3. **Employer satisfaction data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

   ○ A program completer survey and a continuing student survey are examples of two of the surveys sent from the Student Services office. Samples are available in the Student Services office.

4. **Projected enrollments are based on needs assessments and are used in program planning and evaluation.**

   ○ Projected enrollments are not made to any great extent from the individual programs.

5. **The institution has identified staff person(s) who are responsible for job placement activities.**

   ○ The Career Center is primarily responsible for job placement activities. Employers frequently call both the Secretarial Department and the Career Center concerning available positions.

WELDING TECHNOLOGY

STANDARD C.1.3.1 FACILITY

1. **The facility is large enough to meet the needs of the program.**

    - The Welding Shop has 5000 square feet of floor space. The booth areas are divided into 3 sections, Shielded Metal Arc Welding, Gas Metal Arc Welding and Gas Tungsten Arc Welding with 8 stations in each process. A general shop area is available for student usage equipped with a metal shear, a cutting table and a layout table. There is a 500 square foot office equipped with storage, filing, desk and computer pace. An insulated "grinding room" was constructed for the students to keep the noise level to a minimum for the rest of the class.

2. **The facility is kept clean and well maintained.**

    - Each student is responsible for his or her booth area at the end of each class period. A student worker has also been hired (19 hours per week) by the Welding program and one of the duties is to clean and sweep at the beginning of each day.

3. **The facility is lighted and well ventilated.**

    - The Welding shop is equipped with gas powered lights which emit a very bright and intense light for the students. In addition to the gas lighting in the general shop area, lighting has been installed for the students in the booth area. Ventilation fans with a custom fitted hood assembly are installed and used by the students in each of the 3 welding sections.

4. **The facility is free of any health and safety hazard (as per SDE safety check list).**

    - Main entrance doors are posted with safety precaution signs.(i.e., eye protection, hazardous sparks, arc flashes, etc.)

        - The welding booth sections are protected by UV rated welding screens.
        - First Aid kit is accessible outside instructor's office.
        - Eye wash kit is accessible in the same location.
        - Emergency power shutdown switches are located throughout the shop area.
        - Fire extinguishers are located throughout the shop.

5. **The facility is easily accessible to handicapped.**

    - The shop is accessible on the ground floor which is accessible throughout the building for any handicapped person.

6. **Ample storage space is available.**

   ○ An indoor storage facility amounts to 300 square feet and much more outdoor covered storage is available.

7. **Washing and rest room facilities are easily accessible for both sexes and handicapped.**

   ○ A community based wash basin is available to all students and rest room facilities are available in the adjacent area to the Welding shop for men and women (both are equipped with showers).

STANDARD C.1.3.1 a EQUIPMENT

1. **Modern (state-of-the-art) equipment is utilized.**

   ○ The Welding shop is equipped with 8 AC/DC rectifier arc welding machines (SMAW section), 8 AC/DC rectifier arc welding machines with a high frequency built in for Gas Tungsten Arc Welding (GTAW section), 8 450 amp Gas Metal Arc Welding machines capable of welding Short Arc, Globular, Spray and Pulsed arc welding (GMAW section)and 12 Oxy-acetylene stations.

2. **Equipment is available in sufficient quantity to meet the needs of the program.**

   ○ Yes, all the classes are scheduled and offered in numbers of8, 16 or 24 to coordinate with the number of machines and booths. This will allow the student to get the maximum hours of practice and not allow any booth or machine sharing thereby cutting down the hours of practice time for each student.

3. **Schedules of equipment acquisition and repair are maintained and a systematic equipment replacement policy is followed.**

   ○ Yes, (Assistant Provost, Business Office).

4. **An inventory of equipment is maintained at the program level is kept current.**

   ○ Yes, an annual inventory is performed by university staff.

5. **The lab or shop equipment is suitably designed and arranged to make possible effective training for all students!**

   ○ The laboratory was designed and constructed by the welding instructors.

6. **Supplementary instructional equipment is provided and/or is readily available, i.e. demonstration standards, display cases, mock-ups, wiring boards, audiovisual equipment, etc.**

   ○ A student project display board is presently being constructed in the general shop area. This board will display all the welded projects required from the student in each of the 9 welding courses required to graduate from the program. Audio-visual equipment is available on any day or night to the student and each of the welding courses have supplementary video tapes that are located in the library.

7. **Student study equipment is available when necessary for instruction, i.e. audio-tutorial labs, study carrels, simulated work stations, etc.**

   ○ Yes, in the Learning Assistance Center (LAC) and the library.

8. Major equipment acquisitions require program advisory committee review.

- The Advisory Committee was directly responsible for the purchase of the 8 GMAW arc welding machines for NMSU-Carlsbad in 1987.It was a joint effort of NMSU, New Mexico department of Labor, Gregory Enterprises and the Carlsbad Department of Development that enabled us to purchase the 8welding machines to train 45 Stainless Steel welders for a local welding business. Upon completion of the specialized training operation, NMSU was able to keep and inventory the equipment.

STANDARD: C.1.3.2 INSTRUCTIONAL MATERIALS

1. **Instructional materials reflect the current needs of industry.**

    - The full time instructor is a registered CWI (Certified Welding Inspector) and works as a welding consultant during non-contract time.

    - The college instructors are both employed in industry, one as a maintenance engineer (also a CWI) and the other as a maintenance welder. Their industrial positions constantly keep our welding programs abreast with welding demands from local industry.

2. **Materials and supplies are readily available to carry out instructional activities.**

    - We maintain a constant supply of welding rods, grinding discs and any other consumable items needed for day to day operations. Practice steel is purchased for the students assigned welded projects.

3. **Relevant and current supportive and reference materials are available in an adequate number.**

    - Each of the welding courses offered at NMSU are taught in accordance with the respective welding codes, i.e. AWS D 1.1references all structural welding, API 1104 references pipe welding and ASME Section IX references pressure vessel welding. Each of the welding codes are referenced and are on file in the welding office.

4. **Instructional materials are up-to-date, free of sex and cultural bias, bilingual/bicultural if necessary, and appropriate to reading and mathematical levels.**

    - Each of the nine welding courses have the standard format now used by all faculty at NMSU for all syllabi and each are updated each semester.

    - We offer a Saturday class in Welding Management that is taught from a multi-cultural stand point. It teaches concepts ranging from Equal Employment Opportunities to Affirmative Action. We also are offering special courses in technical Math to impress upon the student the relationship between welding and math. The Saturday class offerings are NOT required for graduation . . . . these are simply additional welding related class offerings.

5. **Materials are well maintained and reviewed on a regular basis.**

    - The welding curriculum is periodically revised to best suit the industrial needs. This year, the 6 credit OEWT 201 has been changed to two 3 credit courses OEWT 130 and OEWT 140.This will enable the students to schedule welding and academic courses on the same evening.

6. **A variety of curriculum materials are available which would allow for instructional flexibility such as: Competency based, criterion referenced and individualized.**

   ○ The welding program utilizes a competency based format which has proven to be successful. Mastery learning is practiced by all involved in the program.

7. **Special materials are available for handicapped students when required.**

   ○ Yes, one example would be when we hired a sign-language interpreter for one of our students taking OEWT 225,Stainless Steel welding. The deaf student was successful and was placed with a local welding contractor upon completion of the course. The student was featured in a New Mexico magazine shortly after completion of the course.

STANDARD: C.1.3.3 ORGANIZATION AND TEACHING METHODS

1. **Instruction is based on clearly defined goals and measurable objectives and evaluations of student progress.**

   ○ The entire faculty has developed nine measurable graduate outcomes that are traceable to any courses offered at NMSU. All of the courses have an evaluation method by performance testing which could include non-destructive or destructive testing criteria. Each of the courses also has a final exam, scheduled by the university and printed in the schedule each semester.

2. **Written curricula and/or lesson plans are available which relate to the specified foals and objectives.**

   ○ Each and every course offered at NMSU, has adopted a standardized format for the syllabi and are on file in the Associate Provost's office.

3. **A variety of instructional methods are used such as: lecture, audiovisual, individualized, computerized, instructional, I.T.V., discussion, demonstration and learning by doing.**

   ○ All methods of instruction are practiced by all instructors.

4. **Instruction is made relevant to the current needs of industry.**

   ○ Yes, see C.1.3.2. #1.

5. **Sequence of the courses are appropriate and provide for continuity.**

   ○ NMSU has recently adopted a "standardized course offering"for the nine welding courses. Each course is offered annually enabling a student to complete the program in one calendar year.

6. **Students perform a variety of assignments in actual and/or simulated training stations.**

   ○ Each student is assigned a welding booth in a particular welding process. They do the welded projects which are small simulated versions of an actual welded project in industry. Fillet and groove welded joints are performed in **ALL** positions on structural steel. Fillet and groove welded joints are also performed in **ALL** positions on pipe. Every type of joint in every position are performed by the students.

7. **Instruction is so planned that individual learners are encouraged to develop their highest skills and to advance at their maximum rates.**

    - All the welding courses are designed to produce an entry level welder upon completion of the nine required courses. If a student happens to complete the required welded projects before the end of the semester, there are advanced projects available to the "faster student" to enhance their welding skills even more.

8. **Disadvantaged, Handicapped, and nontraditional students are identified and provisions are made available in order to maximize their success.**

    - Yes, see C.1.3.2 #7.

9. **The curricula includes units on "How to find a job," "How to keep a job," and "How to advance in a career."**

    - Seminars are offered to all students from the Career Center on how to apply for a job, how to construct a resume, etc. See Career Center NMSU.

    - The OEWT 295, Welding Management offered this semester for the first time, does require the welding student to make a resume and a simulated job interview is performed in the classroom (however, this course is not required for graduation).

    - Welding students are offered the opportunity to join a student organization, VICA which has a strong program involving all aspects of "job-hunting".Students have competed at the state level in years past and **WON** 1st in the state in the "Job Interview Contest" and gone on to compete at the national level.

STANDARD: C.1.3.4 ENROLLMENT CRITERIA

1. **Each vocational program has identified a minimum entry standard which is required of all entering students.**

   - ○ The welding operates under the same entrance guidelines as NMSU, see the Assistant Provost of Student Services.

2. **The faculty has access to all achievement test scores which are filed in student portfolios.**

   - ○ Yes, see the Assistant Provost of Student Services.

3. **The institution provides basic/developmental and/or remedial education services for those students who are in need of such services.**

   - ○ Yes, see the Director of the Learning Assistance Center.

4. **Prior to program enrollment, encouragement is given to students to explore nontraditional careers.**

   - ○ Yes, see the Director of the Career Development Center.

5. **A formal faculty advisement mechanism is in place to assist students with program and career decisions.**

   - ○ All faculty are considered as advisors in their respective disciplines and assist students in class selections and career decisions.

STANDARD: C.1.3.5 ADVISORY COMMITTEE

1. **This program has a formalized advisory committee composed of members representing the industry and the community.**

   ○ Richard Jones, SEG
   Greg Schoenherr, SEG
   Joe Brininstool, Hall Machine
   F.L. Hennington, IMCC fertilizer
   Wayne Morse, Western Environmental
   Debbie Lightfoot, SEG

2. **The advisory committee meets on a regularly scheduled basis as determined by their program of work.**

   ○ The committee usually meets once a semester. I visit regularly with each of the individuals concerning weekly businesses of the welding program.

3. **The advisory committee helps plan, develop, evaluate, and promote the program as evidenced by the written records of meetings on file.**

   ○ Regular minutes are not kept (most welders haven't learned to write yet, all they know is how to sign their check).Seriously, we meet, discuss our problems and/or needs and take any action needed and sorry, we don't keep a record of it. This method is very effective for all concerned, the university got several thousand dollars worth of stainless steel donated for student usage, we had several hundred feet of new pipe donated to the university ($10,000 value), we have access to any of the technical knowledge/equipment owned by the companies and we get students placed every month with the companies . . . . so, sometimes record keeping isn't as important as a students success!

4. **There is evidence that the instructor(s) and administration consider and take action on the committee's recommendations.**

   ○ Yes

5. **The advisory committee operates under written guidelines which specify functions, responsibilities, operational procedures, membership qualifications, and length of term.**

   ○ New this semester, the university operates a "cluster system" which will have a cluster advisory committee and a representative from each discipline will serve on that general committee. I feel like this will be an improvement from our previous system in that needs will be addressed as a cluster and I can handle specific needs for the welding program with my industrial contacts.

6. **The advisory committee is supplied with student placement, employment, and needs assessment information.**

   ○ If requested, yes.

STANDARD: C.1.3.6 JOB PLACEMENT AND PLANNING

1. **Placement data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

   ○ See the Assistant Provost of Student Services.

2. **Student follow-up data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

   ○ See the Assistant Provost of Student Services.

3. **Employer satisfaction data are collected on a continuing basis, are readily available, and are used in program planning and evaluation.**

   ○ See the Assistant Provost of Student Services.

4. **Projected enrollments are based on needs assessments and are used in program planning and evaluation.**

   ○ See the Assistant Provost of Student Services.

5. **The institution has identified staff person(s) who are responsible for job placement activities.**

   ○ See the Assistant Provost of Student Services or the Director of the Career Development Center.